DOCUMENT RESUME

ED 036 956 EC 005 264

TITLE	Instructional Materials Developmental Center. Annual Evaluation, ESEA Title VI-A.
INSTITUTION	Forsyth County - Winston-Salem City Schools, N.C.
PUB DATE	Sep 69
NOTE	79p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.05
DESCRIPTORS	*Annual Reports, Evaluation Methods, *Exceptional Child Services, Information Dissemination, Information Services, *Instructional Materials Centers, *Program Descriptions, Program Effectiveness, *State Programs, Statistical Data
IDENTIFIERS	North Carolina, Winston Salem and Forsyth County Schools

ABSTRACT

The annual report of ESEA Title VI-A activities of the instructional materials developmental center of Winston-Salem/Forsyth County Schools (North Carolina) presents information on statistical data, project objectives, inservice workshops, convention and lecture participation, visitations, areas served, problems encountered, and project evaluation. Data is also provided concerning the following: influence of project on students, community, project staff, and overall special education program; dissemination methods to local personnel, community, and other educational agencies; and specific evaluation of both quantitative and qualitative natures. The appendix includes specific instructional projects, indicating level of usage, description, materials used, and objectives. (RD)

ED036956

ANNUAL EVALUATION

E.S.E.A. TITLE VI-A

INSTRUCTIONAL MATERIALS DEVELOPMENTAL CENTER

WINSTON-SALEM / FORSYTH COUNTY SCHOOLS

WINSTON-SALEM, N. C. 27102

SEPTEMBER 15, 1969

FC 05726 UE

ED036956

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ANNUAL REPORT OF ESEA TITLE VI-A ACTIVITIES FOR FY 1969

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS
Winston-Salem, North Carolina

Marvin Ward
Superintendent

Raymond Sarbaugh
Associate Superintendent

Robert Blevins
Assistant Superintendent

THE INSTRUCTIONAL MATERIALS DEVELOPMENTAL CENTER FOR SPECIAL EDUCATION

Located at Grant and Gillette Streets
Winston-Salem, North Carolina 27108

PERSONNEL

1968-1969

Mr. C. Douglas Carter - Director of Curriculum Planning
Winston Salem/Forsyth County Schools

Miss Mary Ellen Gibbs - Coordinator of Special Education
Winston Salem/Forsyth County Schools

Mr. Clarence W. McKee - Coordinator of Title VI

Miss Julianne W. Scurry- Materials Development Planner

Mrs. Mona K. Ernst - Secretary

Mrs. Marsha P. Hemrick - Production Technician

Mrs. Shirley W. Jordan - Production Technician

Board of Education

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Dr. Lillian B. Lewis
Alan R. Perry

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
Special Education Section
Raleigh, North Carolina

ANNUAL REPORT OF ESEA TITLE VI-A ACTIVITIES FOR FY 1969
WHICH ENDED AUGUST 31, 1969
Public Law 89-10, As Amended

SECTION A - STATISTICAL REPORT

IDENTIFICATION

1. **Name of Local Education Agency:**

Winston Salem/Forsyth County Schools

2. **Address and Telephone Number (please include zip code and area code):**

Tel.919-725-0251
P.O. Box 2513
Winston Salem, N.C. ,27101

3. **Name and Title of Official Authorized to Submit Title VI-A Plan for the Education Agency:**

Marvin Ward, Superintendant

4. **Signature of Authorized Official:**

5. **Date of Signature:**

6. **Name and Title of Person Responsible for Administration of the Program:**

C.Douglas Carter
Director of Curriculum Planning

7. **Address and Telephone Number (if different from #2):**

8. **Brief Descriptive Title of Project:**

Instructional Materials Developmental Center For Special Education

9. **Time Schedule of Project: (Date of first and last activity or service)**

Beginning Date (mo/day/yr)
September 1, 1968

Ending Date (mo/day/yr)
August 31, 1969

10. **Total Amount of Federal Funds Requested**
$
64,700

11. **Cooperative Project. If this is a cooperative project, please list the cooperating local education agencies.**

HANDICAPPED CHILDREN TO BE SERVED UNDER THIS TITLE VI PROJECT

SECTION 4 NOT APPLICABLE

NOTE: This section should not be completed by agencies making application for projects providing only indirect services, such as instructional materials center projects and inservice training projects.

a. CHILDREN SERVED BY AGE. Enter below, by primary handicapping condition and chronological age, an unduplicated count of the children expected to receive special educational services under this Title VI project. Classify children by their chronological age on September 1 of the year in which the project will be in effect.

AGE GROUP	TRAINABLE MENTALLY RETARDED	EDUCABLE MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI-CAPPED	SERIOUSLY EMOTION. DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
0 - 3										
4 - 6										
7 - 9										
10 - 12										
13 - 15										
16 - 18										
19 and over										
TOTAL										

b. CHILDREN SERVED BY SCHOOL TERM AND TYPE. Enter below by primary handicapping condition, school type and school term, an unduplicated count of the children expected to receive special educational services under this Title VI project.

		TRAINABLE MENTALLY RETARDED	EDUCABLE MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI-CAPPED	SERIOUSLY EMOTION. DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
PUBLIC	SCHOOL YEAR ONLY										
NON-PUBLIC											
PUBLIC	SUMMER ONLY										
NON-PUBLIC											
PUBLIC	BOTH 12 MO. PROGRAM										
NON-PUBLIC											
TOTAL											

c. CHILDREN WITH MULTIPLE HANDICAPS. How many of the children reported in 4a and 4b, above, have two or more major handicaps for which special educational services are to be provided? . . . . . _____

d. SOCIO-ECONOMIC ENVIRONMENT OF CHILDREN

(1) What percentage of children expected to be served by this Title VI project reside in (a) urban areas (more than 50,000 population), (b) rural areas (less than 2,500) and (c) all other demographic areas?

(a) _____% Urban Areas (b) _____% Rural Areas (c) _____% All Other Areas

(2) What percentage of children expected to be served by this Title VI project reside in ESEA Title I Target areas?

(a) _____% Urban Areas (b) _____% Rural Areas (c) _____% All Other Areas

(3) What percentage of the children to be served by this Title VI project are expected to be from racial or ethnic "minority" groups? . . . . . _____%

STAFF SERVICES PROVIDED BY THIS TITLE VI PROJECT

NOTE: Agencies making application for projects whose only purpose is to provide inservice training should complete only question c.

a. STAFF SERVICES. Enter below, by primary area of service and by school term, an unduplicated count of the full-time personnel and part-time personnel.

STAFF MEMBERS BY ASSIGNMENT	FULL-TIME PERSONNEL			FULL-TIME EQUIVALENT OF PART-TIME PERSONNEL		
	Regular School Year (only)	Summer Program (only)	12 Month Personnel	Regular School Year (only)	Summer Program (only)	12 Month Personnel
TEACHERS OF:						
TRAINABLE MENTALLY RETARDED	1					
EDUCABLE MENTALLY RETARDED	4					
HARD OF HEARING						
DEAF						
VISUALLY HANDICAPPED						
SERIOUSLY EMOTIONALLY DISTURBED						
CRIPPLED						
OTHER HEALTH IMPAIRED						
OTHER PROGRAM PERSONNEL:						
SPEECH CLINICIAN						
TEACHER AIDE						
PSYCHOLOGIST						
DIRECTION & MANAGEMENT						
SUPERVISION						
SOCIAL WORK						
WORK-STUDY COORDINATOR						
PHYSICIAN						
NURSE						
PHYSICAL THERAPIST						
OCCUPATIONAL THERAPIST						
OTHER PROFESSIONAL						
OTHER NONPROFESSIONAL						
ADMINISTRATIVE PERSONNEL:						
PROGRAM ADMINISTRATIVE PERSONNEL						
OTHER PERSONNEL						
GRAND TOTAL	5					

b. PROJECT STAFF BY GRADE SPAN. Enter below, by primary handicapping condition of the children served and by grade span the full-time equivalence of instructional personnel (including teacher aides) expected to participate in this Title VI project. (MORE THAN ONE refers to those personnel serving in more than one area of the handicapped or at more than one level of instruction, such as, psychologists, social workers, supervisory personnel, etc.)

	MORE THAN ONE	TRAINABLE MENTALLY RETARDED	EDUCABLE MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI-CAPPED	SERIOUSLY EMOTION. DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
Pre-school											
Elementary	1										1
Secondary	4										4
TOTAL	5										5

c. INSERVICE TRAINING PROGRAMS. Enter below, by primary handicapping condition of the children served, (1) an unduplicated count of the teachers, teacher aides, and other instructional personnel expected to receive inservice training (credit or non-credit courses) under this Title VI project, (2) the average number of clock hours training received, and (3) the number of teachers expected to complete requirements for State certification through participation in Title VI training programs. (MORE THAN ONE refers to personnel serving in more than one area of the handicapped, such as, psychologists, social workers, supervisory personnel, etc.)

	MORE THAN ONE	TRAINABLE MENTALLY RETARDED	EDUCABLE MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI-CAPPED	SERIOUSLY EMOTION. DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
(1) PERSONNEL											
(a) Teachers		11	68	1	1	8	2	1	4	4	102
(b) Teacher Aides											
(c) Other Personnel											230
(2) AVG. HOURS Trng.											1 1/2
(3) TEACHERS COMPLTG. CERT. REQUIREMENT											

d. STAFF FOR CHILDREN WITH MULTIPLE HANDICAPS.

How many of the personnel reported in 5.c., above, are expected to attend courses especially designed to train them to instruct children with two or more major handicapping conditions? . . . . ____

Please estimate the number of handicapped children served in your Title VI program or project during the period for which this report is made who otherwise would not have received any special educational services.

Trainable Mentally Retarded	Educable Mentally Retarded	Hard of Hearing	Deaf	Speech Impaired	Visually Handi-capped	Seriously Emotion. Disturbed	Crippled	Other Health Impaired	Total

Ordinarily handicapped students would have received limited special educational services due to funds available locally but would not have received the large quantity of instructional materials provided by the Center .

V. SUMMARY OF NONPUBLIC SCHOOL INFORMATION

1. Number of nonpublic schools enrolling and/or serving handicapped children in your education unit.....NOT APPLICABLE

2. Please provide the following information about the nonpublic schools in your unit with handicapped children who participated in Title VI projects:

   a. Number of known handicapped children who received special Education or related services through private or public resources (including Title VI)..._____

   b. Number of known handicapped children who needed such services but did not receive them....._____

   c. Total amount of funds expended by the nonpublic schools for the education of handicapped children.._____

3. Please provide the following information for all nonpublic schools in your unit (Estimate if necessary, based on items 1 and 2 above):

   a. The total number of handicapped children enrolled in nonpublic schools in your unit who received special education or related services through public or nonpublic resources....._____

   b. The total number of known handicapped children who needed such services but did not receive them.._____

   c. The total amount of funds expended by the nonpublic schools in your unit for the education of handicapped children....._____

VI. DESCRIPTION OF LOCAL PROGRAMS

A. INFORMATION ON LOCAL EDUCATION AGENCIES

1. Number of handicapped children who received special educational or related services, including those who received such services under Title VI.....2445

2. Number of handicapped children who needed such services but did not receive them.....700

3. local education agency funds expended specifically for the special educational needs of handicapped children $250,357

4. State reimbursement or support for special education $580,843

3. Funds. Under a. below, please estimate the total amount of non-federal funds expended for special education and related services during the period for which this report is made. In b. below, please estimate the amount of additional funds required to provide special education and related services to meet the special educational and related needs of the pupils included in VII-1-b. above (NOTE: The term "MORE THAN ONE" refers to those related personnel who provide services in more than one area of the handicapped, e.g., coordinators of special education, school psychologists, school social workers, etc.)

	More Than One	Train. Ment. Ret.	Ed. Ment. Ret.	Hard of Hearing	Deaf	Speech Impaired	Visually Handi-capped	Seriously Emotion. Disturbed	Crippled	Other Health Impaired	Multiply Handi-capped
n-Federal											
ditional ids equired											

The number of positions allotted to the unit by the State Board of Education under the Special Education allottment are these.

Educable Mentally Retarded-47
Speech and Hearing-7
Homebound and Hospitalized-4
Crippled-4
Visually Handicapped-2

State support for Special Education amounted to $580,843

The number of positions allotted to the unit by the Local Board of Education are these.

Educable Mentally Retarded-15
Trainable Mentally Retarded-11
Emotionally Disturbed-1
Speech Therapy-8

Local funds for Special Education needs of handicapped children amounted to $250,357.

A total of 146 personnel are involved the the Special Education Program in the Winston Salem/Forsyth County Schools.

VII. DESCRIPTION OF PRESENT LOCAL PROGRAM FOR HANDICAPPED CHILDREN

1. Number of Children. Under a. below please estimate, by type of handicap, the number of handicapped children in your unit who received special educational and related services during the period for which this report is made. (Include pupils in public, private schools, and those served under Title VI.) Under b. below please estimate the total number of handicapped children not now receiving appropriate special educational and related services.

	Trainable Mentally Retarded	Educable Mentally Retarded	Hard of Hearing	Deaf	Speech Impaired	Visually Handicapped	Seriously Emotion. Disturbed	Crippled	Other Health Impaired	Multiply Handicapped
a. Receiving Services	114	827			718	8	4	43	31	
b. Not Now Served	60	125	11		425	7	2	5	70	5

2. Number of Personnel. Under a. below please estimate, by type of handicap, the total number of personnel in your unit who were employed to provide special educational and related services to the pupils in VII-1-a. above. Under b. below, please estimate the number of additional personnel required to provide special educational and related services for the children listed in 1 b. above. (NOTE: The term "MORE THAN ONE" refers to those related personnel who provide services in more than one area of the handicapped, e.g., coordinators of special education, school psychologists, school social workers, etc.)

	More Than One	Tr. Ment. Ret.	Ed. Ment. Ret.	Hard of Hearing	Deaf	Speech Impaired	Visually Handicapped	Seriously Emotion. Disturbed	Crip.	Other Health Impaired	Multiply Handicapped
a. Presently Employed	46	11	68	1	1	8	2	1	4	4	
b. Additional Staff Needs											

Additional staff needs will be based upon the total enrollment of handicapped children, funds available, and facilities for these children.

THE INSTRUCTIONAL MATERIALS DEVELOPMENTAL CENTER FOR SPECIAL EDUCATION

INITIATION

The idea for The Instructional Materials Developmental Center was originally conceived in the Spring of 1968. It arose from the persistent need for special materials relevant to both the mental age and the chronological age of children enrolled in the Special Education classes in the Winston Salem/Forsyth County School System.

SPECIFIC OBJECTIVES

The project described herein is made up of three major components, each of which has the major objective of making knowledge and new materials available to teachers and students in the Special Education program in the Winston-Salem/Forsyth County Schools. The specific objectives of this project are as follows:

1. To provide original constructive learning materials from ideas submitted by students, teachers and specialists in the Special Education program.

2. To provide assistance to teachers, students, and specialists through the use of audio-visual materials and equipment.

3. To establish in-service workshops in which project personnel and teachers may learn about the effectiveness of the latest materials and methods developed for the education of the Special Education student.

ACTIVITIES

A. The foremost activity of The Instructional Materials Developmental Center has been the making of models for learning materials. This has involved the use of a wide variety of materials, machines, and human thought. A brief list of these materials and machines used would include the following:

Machines

1. A. B. Dick Model 360 Offset Duplicator
2. 705 Photo Direct Camera
3. Seal Press (Laminating, Drymounting)
4. Translifter
5. Thermofax Secretary (Transparencies)
6. Audiotronic Tape Recorder
7. Bell & Howell Movie Projector
8. Audiotronic Record Player
9. Olympus Pen F 35 mm Camera
10. Polaroid Land Camera
11. Varityper Visual Aid Printer
12. Varityper Headliner
13. Thermoform Braille Duplicator
14. Ektagraphic Slide Projector
15. Slide Copying Kit
16. Assorted Shop Tools (saws, drills, pliers, screwdriver, etc.)

Materials

1. Seal Lamin Laminating Film
2. Recording Tape
3. 35 mm Color Film
4. Polaroid Film (Color/black and white)
5. Headliner Film
6. 3-M Transparency Film

7. Varityper Film and Developer
8. Braillon Paper
9. Bond Paper
10. Paints
11. Masonite
12. Wood
13. Cardboard
14. Various Plastics
15. Clay Products
16. Plaster
17. Cloth

The relationship of these various machines and material to the project was basic because it was these factors which had to be considered first when determining the capability of the Center to develop any given idea or project.

B. The second phase of activity of the Center involved the distribution of models of learning materials to various teachers within the Winston Salem/Forsyth County School System. This part of the project provided the basis for evaluation and revision of the products which came from the Center.

C. Finally, in-service workshops demonstrations and visitations were held both to disseminate information about the Center and to gather new information. These activities were scheduled for teachers, specialists, parents, civic groups and project staff throughout the year and enabled all who attended to share experiences, exchange insights, discuss activities, demonstrate techniques, and gather research findings from individuals with considerable experience in Special Education.

In- Service Workshops	No. Attended
Special Education Teachers & Personnel WS/FC Schools	87
Audio Visual Workshop	230

Conventions & Lectures	No. Attended
Wake County C. E. C. Chapel Hill	95
State C. E. C. Convention Charlotte	85
Forsyth County Association of Retarded Children	30
Winston Salem State University (Psychology Class)	60
Salem College (Psychology Class)	25
Old Town Moravian Church	45
Winston Salem/Forsyth County Schools P. T. A. Groups	200
Forsyth County Council for Exceptional Children	25
Piedmont District North Carolina Teachers Association Greensboro	45
Model Cities Project Knowmobile Winston Salem, N. C.	30
State Department of Public Instruction Raleigh, N. C.	20

Visitations
ESEA Title III Instructional Resource Center Chicago, Illinois
Nina Harris Special Education School St. Petersburgh, Florida
Southeastern Graphic Arts Show Charlotte, N. C.
Title VI-A Project Shelby, N. C.
State Department of Public Instruction Raleigh, N. C.

AREAS SERVED BY THE INSTRUCTIONAL MATERIALS DEVELOPMENTAL CENTER

The Center was designed to produce materials which would serve 92 classes with 92 teachers at 22 different schools which altogether encompass 1745 Special Education students. The areas of service may be categorized in the following manner.

TRAINABLE

Schools	Level	Core	C. A.	M. A.	Number of Teachers	Number of Students
3	Primary	I	6-10	3-5	3	36
3	Intermediate	II	10-15	5-7	4	38
1	Older	III	16-21	8-11	4	40
					11	114

EDUCABLE

Schools	Level	Core	C. A.	M. A.	Number of Teachers	Number of Students
10	Primary	I	6-8	3-6	10	101
12	Intermediate	II	9-13	6-9	17	246
5	Junior High	III	13-14	9-12	13	190
1	Senior High	IV	15-up	12-15	22	290
					62	827

OTHER

	Number of Teachers	Number of Students
Speech Therapists	8	718
Emotionally Disturbed Class	1	4
Visually Handicapped (Blind & partially sighted)	2	8
Physically Handicapped (Crippled)	4	43
Other Health Impaired	4	31
	19	804
Grand Total	92	1,745

IMPACT OF INSTRUCTIONAL MATERIALS DEVELOPMENTAL CENTER:

Services Offered To Special Education Students

The impact of services to the Special Education student provided by the Instructional Materials Developmental Center can be best assessed by looking at the volume and variety of materials produced within the last year and a half. To begin with, eight different projects were distributed to teachers in September, 1968. These projects dealt mainly with numbers ability, language skills and simple information. In the period from September, 1968 until May, 1969 an additional sixteen projects were distributed. Many of these projects were in the form of games which could be used to teach more than one concept. Transparencies from the 3M master catalogue were prepared and sent to teachers and many teachers sent their teacher made materials to be preserved by lamination.

As an indication of the variety and volume of materials, please note this list.

Project	Number Sent Out
Clothing Board	37
Hundred Board	37
Magic Wheel	37
Number Beads	750 strands
Card Holder	37
Measurement Overlays	6
Math Books	1,067 (49 sets)
Picture Dominoes	210 (10 sets, 21/set)
Human Body Parts	37
Matching Cards	836 (22 sets, 38/set)
Jump Game	429 (39 sets, 11/set)
Sentence Holder	8
Figure Ground Transparencies	20 (2 sets, 10/set)
Acuity Cards	576 (16 sets, 36/set)
Sandpaper Numbers	360 (24 sets, 15/set)
Pattern Matching	1,064 (19 sets, 56/set)

Project(cont'd)	Number Sent Out
Weights	120 (20 sets, 6/set)
Wordy	1,300 (50 sets, 26/set)
Hopscotch	8
Sandpaper Letters	234 (9 sets, 26/set)
Foods Fun	231 (11 sets, 21/set)
Phonics Wheel	2
Screen Writer	1
Transparencies	1,925 (73 sets)
Request Laminations	984
Lamination of Projects	2,476
	12,792 Total number of individual items sent out.

Where before there were few places for a teacher to turn for help with even simple learning materials, there is now a central location devoted entirely to aiding the teacher in producing materials relevant to her particular class.

IMPACT:

Community

The impact of the Instructional Materials Developmental Center on the community, although limited somewhat in the first year by its "newness" has been relatively successful. As information has reached P.T.A., churches and civic groups about the Center, the professional staff has implemented this knowledge with many lectures and demonstrations. (See Section C. under Activities). These talks helped to clarify to the community the nature of Special Education as well as the function of the Center, thus improving understanding of the handicapped child. Through this understanding it is hoped that greater tolerance for the ability of the handicapped child will be felt community wide.

IMPACT:

Project Staff

Because of the real and potential importance of the Instructional Materials Developmental Center within the local school system and throughout the state, the professional and non professional staff felt it imperative to participate in improvement activities. All staff members participated in some academic course work (high school and college courses

and educational workshops) and in visitations to other Centers and projects. Professional staff members participated in many professional conventions and educational meetings. (See Activities, C.)

The effects of staff improvement activities have been threefold. Improvement activities have raised the general professional competency of the members of the staff; they have provided ideas for specific directions and goals toward which to move; and they have disseminated information into the community about Special Education and the Center due to the various contacts made by staff members in these activities.

IMPACT:

Overall Special Education Program

The effect of the Instructional Materials Developmental Center on the overall Special Education program in the Winston Salem/Forsyth County school system is far reaching. One of the most evident effects is the influx of many new materials. By introducing these new materials, originated by teacher request, the teaching method is necessarily altered. Teachers use the new approaches to teaching built in to the projects they receive. Teachers are also challenged to use their creative ability to get the maximum benefit from projects.

With the challenge to use creative ability and the opportunity to have it implemented in practical reality, Special Education teachers begin to feel less like the "stepchild" of the school system and, moreover, to gain a new self respect. This feeling, it is hoped, is transmitted to the students who will consequently perform more proficiently because they feel that "someone made this especially for us." It is solely for this purpose that the Instructional Materials Developmental Center exists at all.

EVALUATION

Quantitative Data

Assessing the results of the work carried out by the Center since its inception with a great degree of scientific objectivity is almost an impossibility.

Scientific objectivity demands control of variables and measurements of change in those variables. The variables the Center works with are ideas and the very purpose of the Center demands that ideas should not be limited to one area. Ideas, rather, encompass any area of instruction in which there exists the need for materials. The Center, therefore, deals with a variety of conceptual areas and produces a wide variety of materials to meet the needs in these areas. Standardized measures of change in each area then are not feasible because of the number of different areas. The technical operations involved in setting up an experimental situation, the "demand project" aspect (immediate need) of the Center, and the uniqueness of the projects produced by the Center.

It is possible, however, to state our evaluation less formally in terms of variables. The independent variable the Center works with is the condition altered by the existence of the Center which is the presence of unique learning materials for Special Education students. The dependent variables are the changes brought about in the students as a result of the use of these materials.

These changes are measured by obtaining an estimate of the success (acceptance, useability, purposefulness) of projects introduced to the students. This is the only avenue of evaluation open to the Center at this point in time. For this evaluation, then, the Center enlisted the aid of teachers who had given ideas for, received and used the materials made by the Center.

As stated before, eight projects were distributed to teachers between May, 1968 and September, 1968. Sixteen more were distributed at various intervals between September, 1968 and May, 1969. A total of

12,792 items were issued from the Center between May, 1968 and May, 1969.

In the first phase of distribution in-service workshops were held to demonstrate and distribute materials to teachers. In the second phase, the materials were either sent through school mail or hand delivered by staff members. Demonstrations were given on an individual basis and further explanation was given in the form of project information sheets accompanying each project which identified objectives and suggested activities. (See Appendix A.) Teachers were challenged to use all materials as creatively as possible.

In May, 1969 the following memorandum and the appropriate number of forms were sent to all teachers who received materials for their evaluations. They were asked to rate each project they had received on a 1-5 basis on 13 different categories.

The 1-5 rating scale was chosen for use in the evaluation because of its narrow score range and because of the simplicity of statistical operations which could be performed with it.

The categories chosen to be rated for each project grew directly from the general objectives of all projects the Center produced. They were designed also to indicate changes necessary in physical aspects of projects, to estimate applicability to different levels, and to assess the learning value and usage of the projects.

When evaluations were returned, tallies of the number who responded and the ratings they assigned were made. The total percentage of evaluations returned was calculated for each project to determine the evaluations relative validity.

For example, 51% of all teachers who received the Hundreds Board returned the evaluation on that project. Because of last minute rush of schools closing, a 20 % return was all that was expected. In actuality, an average of 35 per cent of all teachers returned evaluations. The, quantitative data here included thus can only be as valid as a 35 per cent return allows.

Percentage of return was further broken down into percentage of EMR evaluation return and percentage of TMR evaluation return. These figures

MEMORANDUM

TO: Special Education Teachers

FROM: Instructional Materials Developmental Center

SUBJECT: Evaluation of Materials

DATE: May 16, 1969

In order to serve the needs of your students more completely next year, it is imperative that we have evaluations on the projects you have received this year.

Enclosed in this envelope you will find preliminary evaluation forms. Each project you received and have used this year should be evaluated on a separate form. Please rate each project on each category on the basis of a one to five scale.

1. poor
2. fair
3. acceptable
4. good
5. excellent

Please do not forget to designate the project you are evaluating, the Core you teach, the group (EMR, TMR, or Other), and the date. Since you are not asked to sign your name, your evaluations can be as truthful as possible.

It is important that you <u>return all forms by June 4, 1969</u>.

We all thank you very much for your cooperation and good ideas this year. We hope you have a good summer and return next year with even better ideas!

INSTRUCTIONAL MATERIALS DEVELOPMENTAL CENTER

EVALUATION DATA-I

Project _____ Core _____ EMR, TMR, Other _____ Date _____

	Poor 1	2	3	4	Excellent 5	Brief Comments
Applicable to your students						
Durability						
Construction-overall						
shape						
color						
size						
weight						
texture						
Average frequency of use indicate day, week, month or year						
Your estimation of the learning value for students						
Ability of project to stimulate ideas						
Students interest in project						
Does project serve purpose for which it was made						

OTHER COMMENTS:

represent the relationship between the number of evaluations returned from a group and the total number that group received.

An average score for each project was then computed by using the formula $M = \frac{\sum (f \times s)}{n}$ on each of the 13 categories tallied for each project. This formula was again used to obtain the overall average which is intended to be used as an index to the relative success or failure of a project.

The mode, or most frequent score, was obtained by noting that score for each category, recording it and then estimating the overall most frequent score. This measure exists as a a comparison to the average score.

These two scores, for purposes of evaluation, are used to compute a difference. This difference is significant in that the smaller difference between the averages and the mode indicates a trend for rating toward the high side (a score of 5) rather than the low side (a score of 1).

Project	Average Score	Most Frequent Score	Difference
N. Beads	4.5	5	.5
H. Board	4.4	5	.6
P. Dominoes	4.4	5	.6
S. Numbers	4.4	5	.6
M. Cards	4.3	5	.7
M. W. Boards	4.2	5	.8
S. Letters	4.2	5	.8
Food Fun	4.2	5	.8
Wordy	4.1	5	.9
Jump	4.0	5	1.0
M. Wheel	3.6	5	1.4
M. Books	4.0	4	0
C. Holder	4.0	4	0
C. Board	3.9	4	.1
Weights	3.8	4	.2
H. B. Parts	3.0	3	0

The most successful projects were those with the smallest differences and the highest mode (most frequent score.) These projects are listed

in order of smallest differences in the table above.

It should be noted that eleven projects have a most frequent score of 5, four projects have a most frequent score of 4 and one projects has a most frequent score of 3. For the remaining eight projects, this information was not available (NA) for evaluation and thus is not included in this table.

In terms of identifying trends emerging from the most successful projects, there seems to be but one and it is weak. That trend is that the most successful projects (N. Beads, H. Board, S. Numbers, and M. Books) all deal with numbers ability and these projects (except M. Books) use the tactile approach to numbers ability.

This may suggest a number of things.

1. That numbers ability projects were most needed and thus most used.
2. That more projects are needed dealing with numbers ability.
3. That novel approaches to numbers ability work better than standard approaches (i.e., printed material) or
4. That the tactile approach is very meaningful for numbers work.

The value of these suggestions, it must be noted, because of the small percentage of returns and the weakness of the trend itself are questionable.

Qualitative Data: Comments

Clothing Board

1. "I used the clothing as an illustration of one of the main industries of N. C. It helped one girl remember what type of clothes to wear. It was also used as a flannel board."
2. "The making of this piece is too time consuming for the value of it's use in a TMR I class. It is a storage problem."
3. "They know all the answers to questions and they asked about things wrong with clothes."

Hundred Board

1. "The board was excellent because it helps them in identifying numbers for their personal use."
2. "... has come apart several times."
3. "... have used infrequently as I have a group which is advanced in math."
4. "... not needed in primary trainable."
5. "... slightly advanced for overall TMR I class but very useful for those performing at top and borderline educable level."

Magic Wheel

1. "My children knew colors and shapes before we got this."
2. "... needs handle...a spool glued to back makes it easier to turn."
3. "... didn't use...had similar materials of my own already made."
4. "... similar one might be made for the children to use at their seats."
5. "... hard to use in class because of size."
6. "... storage problem...TMR I not very interested in this."
7. "... interesting to manipulate."

Number Beads

1. "They are excellent to introduce the concept of multiplication."
2. "... highly commendable for a TMR I for developing manipulative skills, constructing similar patterns, creating different patterns, counting and so many other areas of learning."
3. "... too small for TMR I children with a mental age of 18 months to 3 years. They are more interested in counting cookies, balloons, etc."
4. "Coordination kept them from keeping beads from sliding back."
5. "... would rather use discs or bottle tops."
6. "Students used these beads each day for their arithmetic work."
7. "... highly adaptable in developing muscular coordination and similar skills in a TMR class."

Magic Writing Board

1. "Inadequate due to the fact we do not have proper writing pencils to use."

2. "This board was excellent and was used every day. It has been most useful on this level. Many of my students can't draw well and these devices have given them immeasurable encouragement."
3. "Children love these; it makes their work fun."
4. "... would prefer something that could use regular pencils. Grease pencils break too easily."
5. "It saves time. One may use the same worksheet on several occasions."
6. "... a big saving."
7. "... highly adaptable in developing muscular coordination and similar skills in a TMR class."

Card Holder

1. "... excellent to show and keep in place."

Math Books

1. "Level one does not meet the needs of a readiness group."
2. "... will be better when revised."
3. "... inaccurancies should be corrected."
4. "... excellent supplementary workbook."
5. "There is too much difference between book 1 and book 2. More practice should be included for each skill. One or two pages is not enough. Answer books would also be helpful."
6. "These were not of much value to my students. They need explanations with each example of problems."
7. "... not suitable for TMR I."

Picture Dominoes

1. "Some students do not understand how to play but most enjoy the game very much."

Human Body Parts

1. "I believe a picture of a child that is more realistic would be better. My children thought the figure was funny and had difficulty relating it to themselves."
2. "I feel this has very little use in an EMR Core II class unless the class is unusually slow or immature."
3. "... did not have space in room to use this."

Match Cards

1. "The idea is good but pictures were not things they could talk about."
2. "Material suggested use for verbal expression."
3. "This project has been my classes favorite."

4. "Pictures should be of items that are familiar to low income children."
5. "The cards can be used as a rebus in building sentences. If used too often, children become bored with them. Concentration and sentence games can be played."
6. "Match cards have been enthusiastically received."

Jump Game

1. "This game is very good. The children learn how to take turns, and to get along with each other. I would like some type of matting on the sticks. They make too much noise on tables and flannel is insufficient."
2. "... good for fair play but scoring has to be kept very simple."
3. "... not a great deal of value in arithmetic."
4. "In order to use most effectively, the teacher should know the rules and regulations first. These are very hazy."
5. "The children love it. The game is too noisy to be used when other groups are working quietly."

Sandpaper Numbers

1. "These numbers were helpful and were used three or four times a week. They were not only used with handicapped students and readiness, but for the entire class."
2. "The color did not appeal to children. They preferred a commercial set that was colored."
3. "... did not use enough to give valid judgement."
4. "Montessori, isn't used enough. These children learn much from concrete objects by comparing and evaluating for themselves."
5. "... would be useful for primary and intermediate TMR but not for TMR III."

Wordy Game

1. "This would be very good for older students. I used it with words to show them to match. They are not ready for the words called out. It was still difficult and did not hold their interest. A similar game with letters of the alphabet would be good for primary students."
2. "The Bingo Aspect was a thrill for my students."
3. "... never used - you may have it for another class."
4. "... similar game would be useful to primary trainable class."
5. "... high motivation. We don't have enough of enrichment for children who are trainable who can do academic."
6. "I really feel that many of the words are too hard for the average trainable class. However, this is an excellent idea using words that they will be coming in contact with."

Sandpaper Letters

1. "The letter w does not correspond to the w pictured in the teachers manual."
2. "... construction unappealing to children...color would help."
3. "... good for primary and intermediate TMR but not for older ones."

Food Project

1. Food fun is an excellent teaching aid for primary trainables. It was used in identfying foods, grouping food, planning foods for play time and other learning situations.
2. Several items were broken before I received them."
3. "... excellent for health unit on foods."

The most certain conclusion that can be made with the data available is that at least 16 or 67 per cent of the projects evaluated by 35 per cent of those receiving them judged successful by the standards used to evaluate this.

MAJOR PROBLEMS ENCOUNTERED

The major problems encountered by the Instructional Materials Developmental Center during its first year of operation are threefold.

1. There are not enough professional staff members to carry out all the required and expected duties of the Instructional Materials Developmental Center. Presently, there are only two professional staff members, three technicians, and one secretary to accomplish the following duties:

   A. To develop materials - This requires professionals with experience in Special Education to make materials.

   B. To make materials - This requires skilled craftsmen.

   C. To distribute materials - Distribution at the present time must be hand delivered by staff members using their personal cars. The Center needs a truck to distribute large projects and materials.

   D. To disseminate information to the community - This requires a laison to work directly with teachers, administrators, general community and the press.

   E. To revise projects - This requires full knowledge of all projects, knowledge of craftsmanship, general knowledge of Special Education students abilities, and contact with teachers and other professionals.

F. To prepare evaluations - This requires professionals with experience in evaluative techniques and methods.

2. The Center needs more space than it now has. Separate space is needed for the following:

A. Office space
B. Printing facilities
C. Shop facilities
D. Display area
E. Meeting room
F. Other machinery not included in shop and printing

3. Facilities presently being used are inadequate as listed.

A. Electric wiring is insufficient to handle the many machines which must be used daily as well as proposed new machinery such as air conditioning.

B. Storage space is limited to school desks, tables and a few cabinets.

4. The frequent problems with printing equipment, specifically the A. B. Dick Model 360 Offset Duplicator, impedes production of necessary printed materials which must come from the Instructional Materials Developmental Center.

Since little action has been taken to alleviate these problems, they will be put forth when the new proposal is written. It is hoped that new funding will help relieve some of these conditions. The Center will continue to work through local channels towards solutions.

DISSEMINATION

To Local Personnel

Dissemination of information to local personnel was accomplished for the most part by personal contact. Local administrative personnel were given information in general staff meetings and special group meetings by means of lectures and demonstrations by professional staff members. Other local teachers (in addition to Special Education personnel) took part in several in-service workshops provided by the Center for dissemination purposes. All Special Education teachers were visited frequently by the professional staff to discuss possible instructional material needs, exchange ideas, observe materials used in instruction and to assist in usage of projects completed at the Center.

Information was further disseminated by means of various publications, concerning projects distributed throughout the year.

To Community

The community at large was given information about the Instructional Materials Developmental Center by means of various community agencies and newsmedia. These agencies included are:

1. Agencies included in Activities, C.
2. Special Education Rehabilation Unit
3. WSJS Television
4. Winston Salem Journal and Sentinel Newspaper
5. WSJS Radio
6. WAAA Radio
7. Model Cities "Project Knowmobile"
8. Winston Salem/Forsyth County Schools
9. T.I.P.S. Newsletter
10. In Basket
11. Various Sales Representatives

To Other Educational Agencies

Efforts to disseminate the Center's activities and outcomes to other local educational agencies have been made by professional staff through lectures and demonstrations, and have been aided by the establishment of 3 satellite Instructional Materials Centers throughout the state by the Special Education division of the State Department of Public Instruction.

By Consultants

At the present time consultants have had little effect on the overall dissemination of information from the Instructional Materials Developmental Center.

INTERRELATIONSHIPS

The Title VI Center in Winston Salem originally was planned for coordination of efforts only within the Winston Salem/Forsyth County school system. However, as the development of the Center progressed it became

involved with other public agencies. One of these agencies was the Model Cities "Project Knowmobile." This was a joint effort between the Winston Salem/Forsyth County Schools and the Model Cities program to provide 5 mobile classrooms for handicapped children in certain target areas for 6 weeks during the summer of 1969. The Instructional Materials Developmental Center aided by lending some of the materials developed by the Center to the program.

OTHER SERVICES

Other services available in the Winston Salem/Forsyth County school system to supplement the work of the Instructional Materials Developmental Center are described briefly in the following pages.

EDUCABLE MENTALLY RETARDED

The education program for the educable mentally retarded pupil is designed to help each pupil make "the best possible use of his abilities and become a contributing and contented useful member of his social group." Emphasis is on practical material in which the student can experience an immediate functional use, rather than the more abstract academic skills. A pupil may progress from one core to the next in a sequential manner until at the senior high level, he is given vocational training to equip him to assume his place in the working world, as a semi-skilled craftsman or service worker.

TRAINABLE MENTALLY RETARDED

The purpose of the program for the trainable mentally retarded is training in that area of instruction beyond the level of custodial care but less than the level of academic instruction prescribed for educable children. These children with I. Q.'s between 25-50, will require some care, supervision and economic support throught their lives, but may be trained in self-care, to assist in chores around the house, and may learn a rourine task for remuneration in a sheltered environment under close supervision. As adults, they may reach a mental age of from 3 to 8 years.

EMOTIONALLY DISTURBED

The emotionally disturbed class operates in cooperation with Child Guidance Clinic of Forsyth County in an attempt to return the child to the regular classroom setting as soon as his learning difficulties can be corrected so that he can function there. Parents are given help at the Child Guidance Clinic at the same time the pupil is enrolled in the class.

SPEECH THERAPY

Eight itinerant speech therapists work in the elementary schools only giving help to those children whose speech is impaired to the extent that it interferes with communication. A speech therapist employed at the Children's Center serves the children there. The Special Education Vocational Rehabilitation Center provides this service to eligible clients at the secondary level.

CENTRAL SENIOR HIGH EDUCATION AND REHABILITATION CENTER

Central School, a special education center for high school age students, is operated cooperatively by the Winston-Salem/Forsyth County Board of Education and the Division of Vocational Rehabilitation. Since the primary objective of the center is to prepare the students for job placement, the program is highly vocationally oriented, but the students are taught the reading and arithmetic skills they need to work.

Students graduate from the center when they have completed the courses of training and accumulated a total of sixteen units in academic and vocational courses. They are offered a variety of vocational training areas and are encouraged to follow a specific course of study which would lead to certification in that area. Job training areas in the curriculum include: Auto Servicing; Book Binding; Brick Masonry; Business Practice; Custodial Service; Electric Wiring; Food Service - home, general and commercial; Home Economics - Sewing; Home Management; Mechanical Drawing; Nurses Aide; Printing; Shop, Small Appliance Repair; and Typing - including the varityper.

The staff consists of a principal, twenty-five teachers for the educable mentally retarded, four teachers for the trainable mentally retarded, thirteen aides and eight vocational rehabilitation representatives who fill the following positions: three vocational rehabilitation counselors, two work evaluators, two social workers and one job development specialist. The roles of the vocational rehabilitation staff are explained elsewhere.

The students are taught the skills in the vocational areas that would enable them to pursue the occupation in a full-time job. They are placed on job training during their senior year and are helped to overcome whatever weakness may appear and to make whatever adjustments are necessary to help them hold the job.

PHYSICALLY HANDICAPPED

The Children's Center, sponsored cooperatively by the United Fund of Forsyth County and the Winston-Salem/Forsyth County Board of Education, operates eleven months of the year, for children referred by their physician, school authorities or by direct application by parents. This is a day school and treatment center for children with all types of orthopedic handicaps and neurological conditions which prevent their attending public school.

CONSERVATION OF HEARING PROGRAM

The Conservation of Hearing Program involves three main aspects: Screening, Diagnostic Testing and Medical Follow-up, and Educational Follow-up. Two audiometrists test specified grades and special referrals in the schools to find those children who may have a hearing loss. The audiologist does diagnostic hearing testing to determine the type and degree of loss. With the assistance of the school public health nurses, the audiologist recommends and assists in obtaining appropriate medical follow-up where necessary. Teachers are advised of the special classroom needs of specific children. A bi-weekly, hour-long class in aural rehabilitation is held for a few children in the system who wear hearing aids. Emphasis is placed on auditory training, speech reading, and language development.

HOMEBOUND AND HOSPITALIZED

Four teachers for homebound and hospitalized students are provided educable pupils who suffer from accidents or illness but can be taught for a period of two hours twice a week.

Their school work is kept current with that of their class, as far as is possible, so that they may return to school in good academic standing.

CONTINUING EDUCATION

A special school is provided for school age mothers and pregnant girls. As soon as a pregnancy is recognized the student may transfer to Continuing Education. She will continue there for the remainder of the school year, and return to regular school at the beginning of the school year following her delivery.

A summer school is also offered in connection with this program.

VISUALLY HANDICAPPED

An itinerant teacher visits the schools where visually handicapped pupils are enrolled giving special assistance to enable the handicapped youngsters to keep up with the regular pupils. One teacher of braille serves as a resource teacher in one elementary school, where elementary pupils may enroll. Secondary pupils are brought to her classroom for training in braille.

YOUTH CENTER

The Winston-Salem/Forsyth County School system provides a teacher for one half a day five days a week, eleven months a year, for the children who are in residence at the Forsyth Youth Center.

SPECIAL EDUCATION/REHABILATION UNIT

This cooperative project between the Winston Salem/Forsyth County school system and the Division of Vocational Rehabilation provides services to all physically and mentally handicapped students. These services include work evaluation and vocational training, physical restorative services, and job placement.

EVALUATION SUMMARY-MAY 1968-SEPTEMBER 1968

	Number Issued	EMR I	EMR II	EMR III	EMR IV	TOTAL	TMR I	TMR II	TMR III	TOTAL	OTHER	EVALUATIONS RETURNED	EMR I	EMR II	EMR III	EMR IV	EMR TOTAL	OTHER	TMR I	TMR II	TMR III	TOTAL TMR	TOTAL RETURN	TOTAL % RETURN	EMR % RETURN	TMR % RETURN	AVERAGE SCORE	MOST FREQUENT SCORE
C.Board	37	10	16			26	3	4	4	11			6	6			12		3		2	5	17	46%	46%	45%	3.9	4
H.Board	37	10	16			26	3	4	4	11			6	5			11		4	2	2	8	19	51%	42%	72%	4.4	5
M.Wheel	37	10	16			26	3	4	4	11			6	6			12		2	2	2	6	18	49%	46%	55%	3.6	5
N.Beads	47	10	16	7	3	36	3	4	4	11			6	6			11		4	2	2	8	19	40%	30%	73%	4.5	5
M.W.Board	37	10	16			26	3	4	4	11			5	6	1		12		3	2	1	6	18	49%	46%	55%	4.2	5
C.Holder	37	10	16			26	3	4	4	11			4	4	1		9		3	1	1	5	14	38%	35%	45%	4.0	4
M.Ovlys	6			2	4	6																	0	0				
M.Books	49	10	16	8	1	35	3	4	4	11	3		4	5	1		10	0	1		3	4	14	29%	29%	36%	4.0	4

EVALUATION SUMMARY-SEPTEMBER1968-MAY 1969

	Number Issued	EMR I	EMR II	EMR III	EMR IV	TOTAL	TMR I	TMR II	TMR III	TOTAL	OTHER	EVALUATIONS RETURNED	EMR I	EMR II	EMR III	EMR IV	EMR TOTAL	OTHER	TMR I	TMR II	TMR III	TOTAL TMR	TOTAL RETURN	TOTAL % RETURN	EMR % RETURN	TMR % RETURN	AVERAGE SCORE	MOST FREQUENT SCORE
P.Dominoes	10	4	4			8	1	1		2			2	1			3		1			1	4	40%	38%	50%	4.4	5
H.B.Parts	37	10	16			26	3	4	4	11			6	4			10		2	2	1	5	15	40%	38%	45%	3.0	3
M. Cards	22	6	9	3		18	1	1	2	4			3	3	1				1	1		2	9	40%	25%	50%	4.3	5
JUMP Game	39	10	16	1		27	3	4	4	11	2		5	6	1		12		3	1		4	16	41%	41%	36%	4.0	5
S.Holder	8		1	7		8								0	0									0				
F.G.Transp	2		1			1	1			1									1			1	1	50%		100%	NA	NA
A.Cards	16	1	6	5	4	16							1		1		2						2	12%	12%		NA	NA
S.Numbers	20	7	2			9	3	4	4	11			6				6		3	3	1	7	13	65%	67%	64%	4.4	5
P.Matching	19		7	10	2	19																		0				
Weights	20	2	10			12	2	3	2	7	1		1	4			5			2		2	7	35%	25%	10%	3.8	4
Wordy	24	10	2	2		14	3	4	4	11			6		1		7		1	2	1	4	11	44%	50%	36%	4.1	5
Hopscotch	8										8							4					4	50%			NA	NA
S. Letters	9	2				2	1	1	2	4	3		2				2	1			1	1	4	44%	100%	25%	4.2	5
FoodFun	11		7			7	2	1	1	4				3			3		2			2	5	45%	43%	50%	4.2	5
P.Wheel	2		2			2								0									0					
Scr.Writer	1										1							0										

APPENDIX A

NAME OF PROJECT

CLOTHING BOARD

LEVEL OF USAGE

Trainable, Primary and Intermediate Educable

DESCRIPTION

Two framed 26"x42" cellotex boards which are hinged together and which have pinned to them displays of clothing to be worn in Spring and Summer and in Fall and Winter.

MATERIALS USED IN PROJECT

1. Cellotex boards ½x4'x8' cut into boards of 26"x42"
2. Wood framing
3. Varnish Stain
4. Binding Tape
5. Hinges
6. Material for clothes

OBJECTIVES OF PROJECT

1. To promote and encourage language development.
2. To aid the student in distinguishing between types of materials.
3. To foster recognition of clothing worn during different seasons and for various occasions.
4. To encourage learning more about cloth and the processes involved in making it available for our use.
5. To aid the understanding of differences in sizes of clothes, shapes and colors of clothes and how they affect the wearer and combinations of materials and colors which are most appropriate.
6. To help the student identify clothing for each member of the family.
7. To teach the students the fundamentals of clothing care.
8. To awaken in the student the awareness and importance of personal appearance.

SUGGESTED ACTIVITIES

1. Discussions

   A. Improvement of personal appearance
   B. Cleanliness and personal hygiene
   C. Care of clothing
   D. Fads and extreme fashions
   E. Adjusting to seasonal attire
   F. Cost of clothing

2. Dramatizations and Games

   A. Dramatize ways to improve proper dress for various activities.
   B. Use dramatizations to contrast right and wrong ways to dress during different seasons and different climatic situations such as rain or snow.

3. Scrapbook and Notebooks

   A. Cartoons or ads that illustrate good points of proper dress.
   B. Pictures of extreme fads in dress and accessories.
   C. Collection of clothing pictures.
   D. An illustrated history of clothing.

4. Crafts and Constructions

   A. Construct a puppet and make clothing for the puppet.
   B. Make models of different styles of clothing.

5. Other Activities

   A. Have a fashion show or program and invite parents.
   B. Set up exhibit kits for personal attire.

NAME OF PROJECT

HUNDRED BOARD

LEVEL OF USAGE

Trainable, Primary and Intermediate Educables

DESCRIPTION

A 22"x22" framed plywood board with a stand on the back which has hooks on the front which hold discs numbered from 1 to 100.

MATERIALS USED IN PROJECT

1. Plywood ½"x4'x8' cut into boards of 22"x22"
2. Poplar strips used for framing L hooks
3. Shellac, varnish stain and flat black enamel paint
4. Hinges
5. Tin roofing discs
6. Flat white enamel paint sprayed on discs
7. Rubber number band stamp for numbers of discs
8. Stamp pad and permanent ink

OBJECTIVES OF PROJECT

1. To familiarize the student with the looks of the numbers from 1-100.
2. To give the student practice in counting to 100 by means of manipulating the symbols.
3. To teach relationships, graphically illustrated by the board, on one number to another.
4. To aid in developing concepts of addition, subtraction, and multiplying, (particularly by 2's, 5's, and 10's.

SUGGESTED ACTIVITIES

1. Discussions

   A. What are the number symbols?

B. How are numbers used?
C. Various terms (and, plus, take away, minus, less, from, is and are, equal)

2. Other Activities

A. Using numbers in home addresses; daily temperature readings; telling time; scores in games; telephone numbers; pages in books; days and weeks on a calendar; prices in advertisements; computing the cost of school lunches; bus fare and the cost of recreation; measuring in sewing, wood and metal work; and learning the value of United States coins and currency.
B. Making pictures to illustrate number situations.
C. Creating stories about number combinations.
D. Telling time by using a watch, clock and learning how to use a calendar.
E. Developing an understanding of simple fractional parts through practical applications.

NAME OF PROJECT

MAGIC WHEEL AND DISCS

LEVEL OF USAGE

Trainable, Primary and Intermediate Educables

DESCRIPTION

Two masonite discs, 18 in diameter, which fit together with a bolt and which house paper discs with words and pictures which show through two windows in the top masonite disc. Two paper discs are included, one for colors and one for shapes.

MATERIALS USED IN PROJECT

1. Masonite board 1/8"x4'x8' cut into 18" circles, one solid and one with a smaller and a larger window for displays of words and pictures
2. Carriage bolts and wing nuts and washers
3. Railroad board cut into 18" circles
4. Varityper Headliner (for words)
5. Acrylic enamel paint (for colors and shapes)

OBJECTIVES OF PROJECT

1. Building vocabulary and basic concepts by matching words to pictures such as:
   A. Colors and their names
   B. Shapes and their names
   C. Numbers and their names
   D. Pictures and their word names

SUGGESTED ACTIVITIES

1. Discussions
   A. Three basic colors (red, yellow, and blue)

B. Mixtures of colors (green, orange, brown, and purple)
C. Black and white can't be mixed from other colors
D. What are our different shapes
E. Describe places you see these different shapes

2. Other Activities

A. Use disc and magic writing board with felt tip pens or grease pens to have students trace over shapes already prepared on mimeograph sheets.
B. Make models of shapes on the board and have each student to draw the shapes on his paper and label them correctly.
C. Construct additional wheels and discs to meet the needs and interests of the students.

NAME OF PROJECT

NUMBER BEADS

LEVEL OF USAGE

Trainable, Primary, Intermediate and Junior High Educables

DESCRIPTION

Plastic beads alternated in color in a series of 10 or 20 which are strung on coat hanger wire.

MATERIALS USED IN PROJECT

1. Blue and yellow plastic beads
2. Coat hanger wire

OBJECTIVES OF PROJECT

1. To give concrete number illustrations when teaching

   A. Adding
   B. Subtracting
   C. Multiplication
   D. Division
   E. Fractions

SUGGESTED ACTIVITIES

1. Discussions

   A. What are the number symbols?
   B. How are numbers used?
   C. Various terms: and; plus, take away; minus, less; from, is; are; and equal.

2. Other Activities

   A. Counting, reading, and writing numbers as needs indicate.
   B. Arithmetical processes, symbols and terms, addition, subtraction, multiplication and division.
   C. Employ charts, diagrams, filmstrips, motion picture films, and other kinesthetic and visual aids which explain, emphasize or simplify arithmetic and measurement.

3. Dramatization

   A. Play merchandise of many kinds may be used.

NAME OF PROJECT

MAGIC WRITING BOARDS

LEVEL OF USAGE

Trainable, Primary and Intermediate Educable

DESCRIPTION

A 12"x12" masonite board covered with acetate, under which mimeograph papers may be inserted and traced over with felt tip pens. (not magic markers)

MATERIALS USED IN PROJECT

1. Masonite Boards 1/8"x4'x8' cut into boards of 12"x12"
2. Acetate 10"x12"
3. Binding Tape

OBJECTIVES OF PROJECT

1. To teach coordination in the formation of letters, numbers, and figures.
2. To aid in the teaching of relationships in the formation of letters, numbers and figures.
3. To give students the opportunity to write on the Magic Writing Board without having to write on the original. This permits students to trace over teacher made materials.

SUGGESTED ACTIVITIES

1. Mimeograph and distribute sheets with letters of alphabets, making your own lines and directions for tracing. Have students follow your directions for tracing the letters. Use only small felt tip pens. (Magic Marker comes off only with Turpentine). After practice, have students make the letters on a clean sheet of paper, looking if necessary at the blackboard where you have put your letters.

2. This same procedure can be followed for shapes, words, colors, mazes, connect the dots pictures, marking for likes and differences in a line of figures.
3. Insert pictures and have students explain the picture or tell a story about the picture.
4. Exhibit materials pertaining to classroom activities.
5. Use as portable writing desk in reading groups.

NAME OF PROJECT

CARD HOLDER

LEVEL OF USAGE

Trainable, Primary and Intermediate Educable

DESCRIPTION

A 16"x10" white painted cardboard with a division running across the middle which is used to hold cards in place.

MATERIALS USED IN PROJECT

1. Heavy cardboard ¼"x16"x10"
2. White railroad board strips 1"x16"
3. White acrylic flat enamel paint
4. Binding tape

OBJECTIVES OF PROJECT

1. To be used as a manipulative device in numerous areas of the curriculum.
2. To aid in teaching phonics, math combinations, colors, likes and differences by means of equations.

SUGGESTED ACTIVITIES

1. Exhibit materials in teaching different subjects.
2. Aid in individualized instruction with displays.
3. Display daily presentations.
4. Aid in talks by displaying words, contrasts or facts.

NAME OF PROJECT

OVERLAYS ON MEASUREMENT

LEVEL OF USAGE

Junior and Senior High Educables

DESCRIPTION

Transparent overlays which separate the inch into ½, ½, 1/8, and 1/16's.

MATERIALS USED IN PROJECT

1. Acetate sheets
2. Varityper Headliner Material
3. Binding tape
4. 3-M Mounting Frames

OBJECTIVES OF PROJECT

1. To help develop within the student the ability to accurately use as a ruler.
2. To show the various parts of the inch: half, quarter, eighth, and sixteenth.
3. To show the relationship between halves, quarters, eighths, and sixteenths.

SUGGESTED ACTIVITIES

1. Discussion

   A. Fractional parts
   B. Instruments of Measurement
   C. Necessary signs, symbols, and terms with their abbreviations.
   D. Terms of Measurement with their abbreviations.
   E. What fractions are mostly used in our course of study.
   F. What students should know about fractions.

2. Drawings

A. Pupils construct a ruler and divide it into various parts
B. Pupils color a ruler using different color to show different fractions.

3. Other Activities

A. Prepare arithmetic problems pertaining to the ruler using the fractional parts of an inch.
B. Collect and exhibit pictures of different trades using the ruler properly.
C. List jobs where it is essential that you know how to use a ruler.
D. Develop a bulletin board showing different dimensions of the ruler in fractions.

NAME OF PROJECT

MATH BOOK

LEVEL OF USAGE

Primary, Intermediate, Junior and Senior High Educables

DESCRIPTION

A series of 9 ungraded math books with different covers for each level graduated from primary level to senior high level.

MATERIALS USED IN PROJECT

1. Paper
2. Binding Tape
3. Printing Press
4. Covers

OBJECTIVES OF PROJECT

1. To provide workbook experience on 9 levels of math.
2. To give the child a more concrete approach to the basic concepts of math.
3. To provide the teacher and the students with ungraded math books.

SUGGESTED ACTIVITIES

1. Discussions

    A. What are the number symbols?
    B. How are numbers used?
    C. Various terms: and; plus, take away; minus, from; is and are; equal.
    D. Value of mathematics in a democratic society.
    E. Ways arithmetic is used daily.

2. Dramatization

   A. Use newspaper clippings to exhibit wise purchasing and planning.
   B. Set up a model store to show how checks, money, and money orders are exchanged or used.

3. Demonstrations

   A. Arrange talks by businessmen, bankers, lawyers, and other individuals demonstrating how math in our economy is used daily.
   B. Demonstrate or arrange for someone to show:
      1. The use of checks and money orders.
      2. Ways to borrow money.

OTHER ACTIVITIES

1. Making pictures to illustrate number situations.
2. Comparing groups of objects.
3. Developing an understanding of simple fractions such as ½ and ¼ through practical applications.
4. Using numbers in addresses; telling time; scores in games; telephone numbers; pages in books; days and weeks on a calendar; prices in advertisements; computing the cost of school lunches, bus fares and the cost of recreation; the value of United States coins and currency; measuring in sewing; wood; metal work and other crafts.
5. Telling time by using a watch, clock, and learning how to use a calendar.
6. Counting, reading and writing.
7. Arithmetical processes, symbols and terms, addition, subtraction, multiplication and division.
8. Employ charts, diagrams, graphs, filmstrips, motion picture films, and other kinesthetic and visual aids which explains, emphasize, or simplify arithmetic and measurement.
9. Field trips.

PICTURE DOMINOES AND WORKBOOK

Description: A set of laminated 21 cards with combinations of 4 different pictures and blanks.

Materials used:

1. Tagboard cut into pieces 3" x 6"
2. Magic Markers
3. Original patterns
4. Seal-lamin laminating film

OBJECTIVES:

1. To provide an educational game which strives to foster

   A. picture recognition
   B. picture matching
   C. picture naming
   D. word recognition
   E. word matching
   F. picture word association
   G. counting
   H. simple relationships

2. To reinforce learning with a workbook which requires and helps develop:

   A. word and picture recognition
   B. specific word conceps i.e. taller, shorter, bigger, round
   C. counting
   D. color recognition
   E. part whole relationships

SUGGESTED ACTIVITIES:

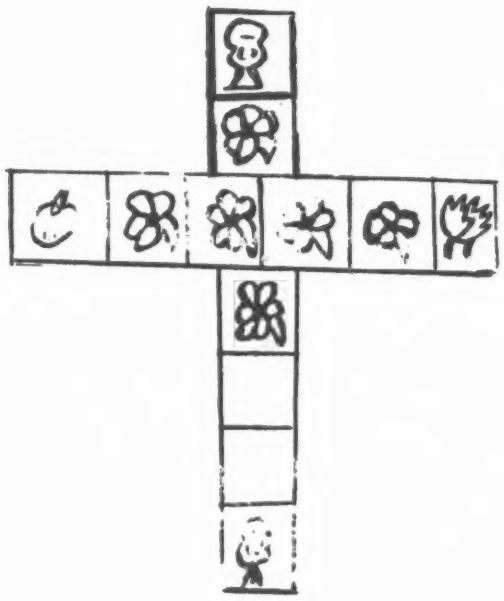
Discussion

1. The rules of the game may be explained as such:

   A. Each player is dealt 4 cards. The player to the left begins by placing a domino card (pictures up) on the table.

   B. If the next player has a match, he may play it next to the card it matches. If not, then he must draw from the remaining cards until he does find a match. When the match is made the turn goes to the next player.

   C. When a double is played it must be set perpendicular to its match. Cards then may be played from either side of the double For example: (See next page)



D. The winner of the game is the player who gets rid of all his cards first.

E. The game may also be played using the word side instead of the picture.

SUGGESTED ACTIVITIES:

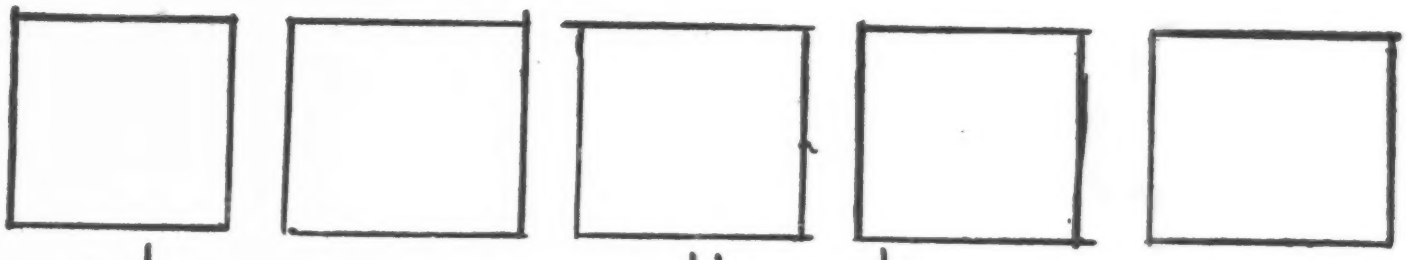
Discussion

1. The cards and the rules should be explained thoroughly to the students and demonstrated before play begins.

2. Fairplay and sportmanship should be explained and encouraged in game playing.

WORKBOOK ACTIVITIES:

1. After the game is mastered, the workbook sheets can be duplicated and used with the magic writing boards for reinforcement of learning from the game.



red green yellow brown orange

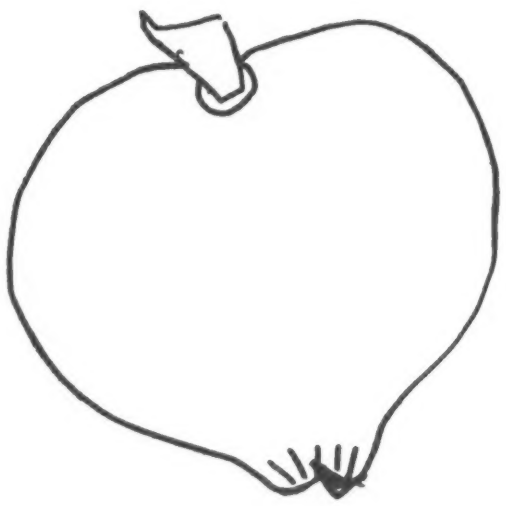
Colors

1. The apple is _____.

2. The tree is _____.

3. The flower is _____.

4. The leaves are _____ and _____.



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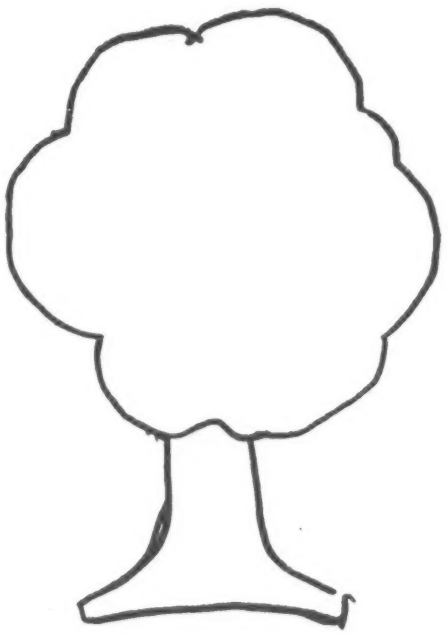

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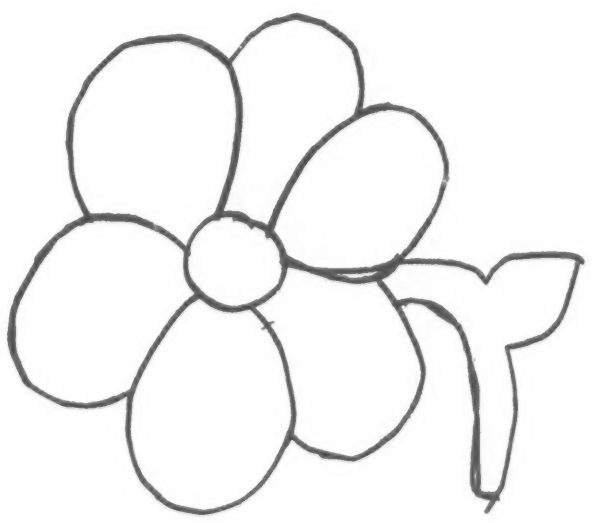

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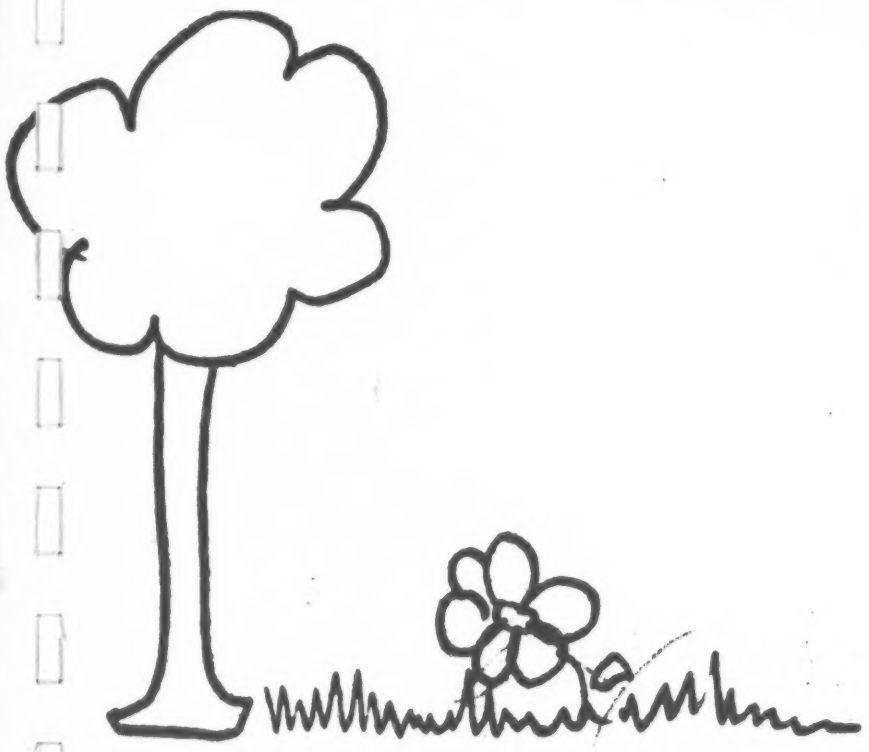
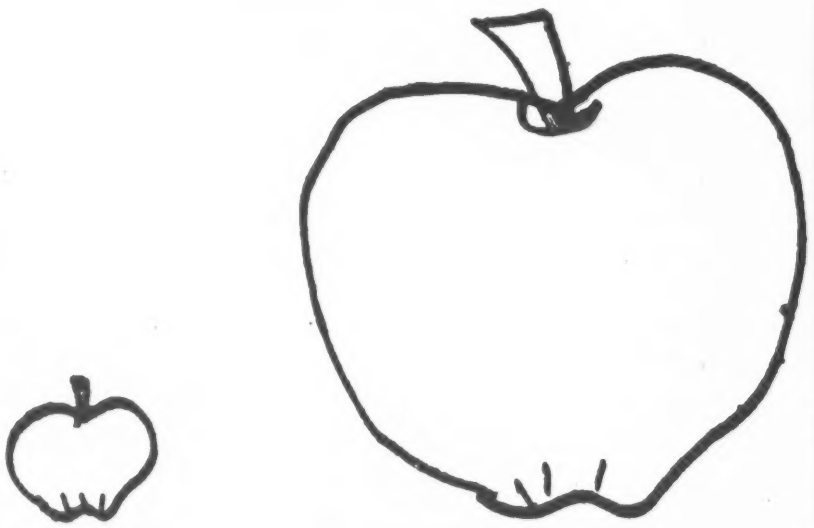
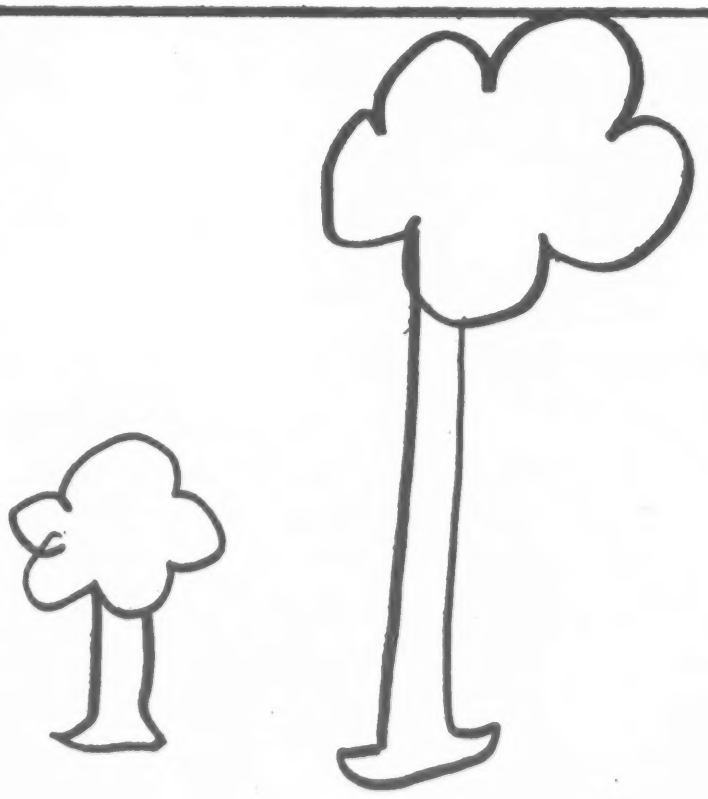


which is taller

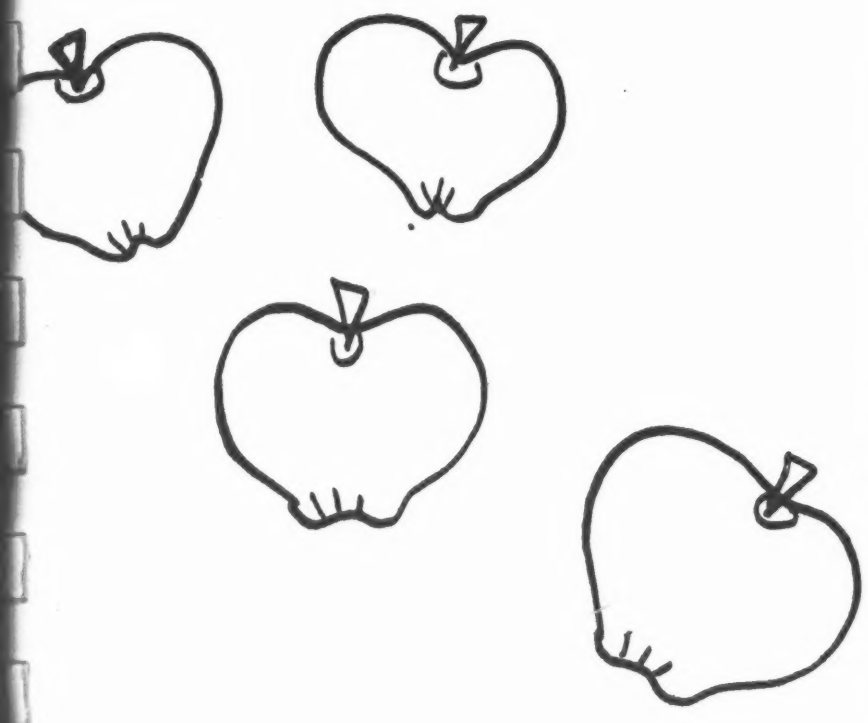


which is bigger

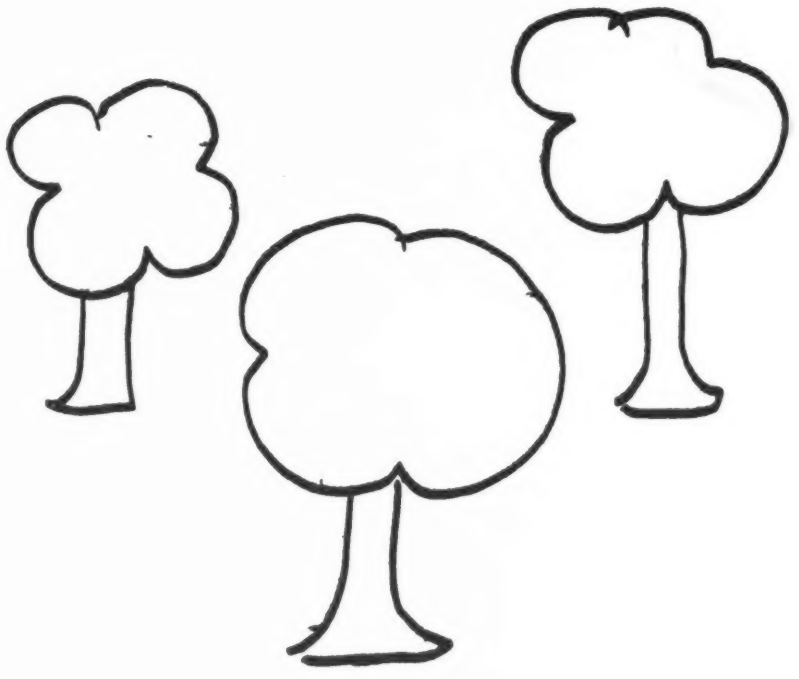
which is wider



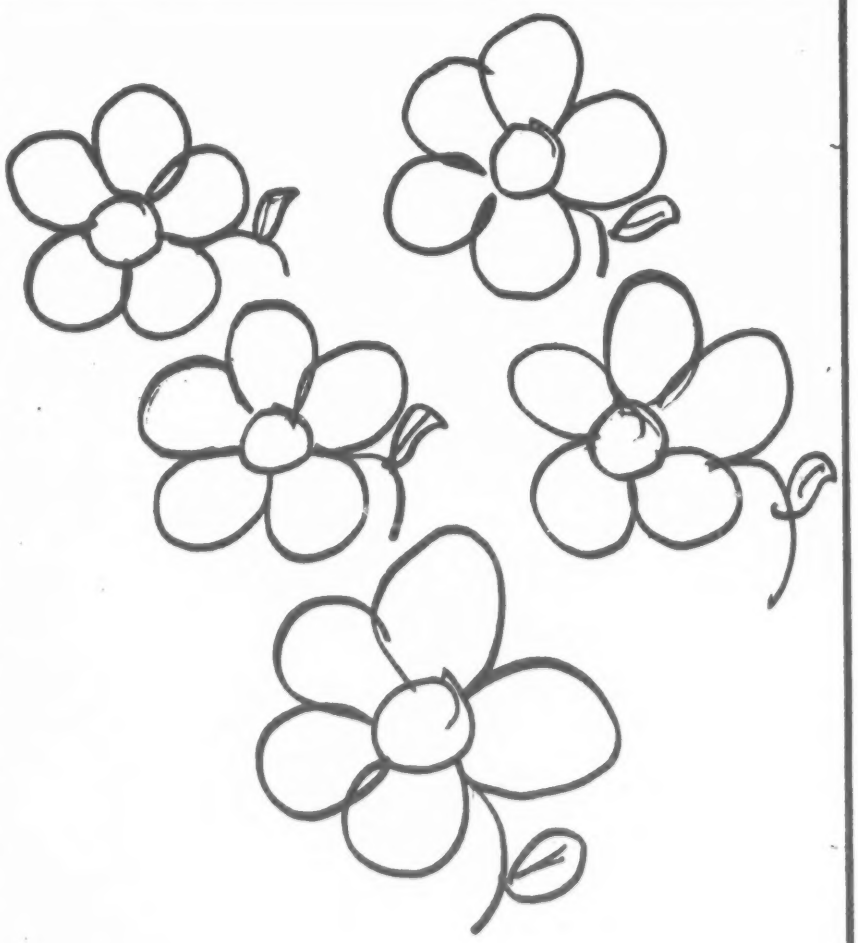
which is shorter



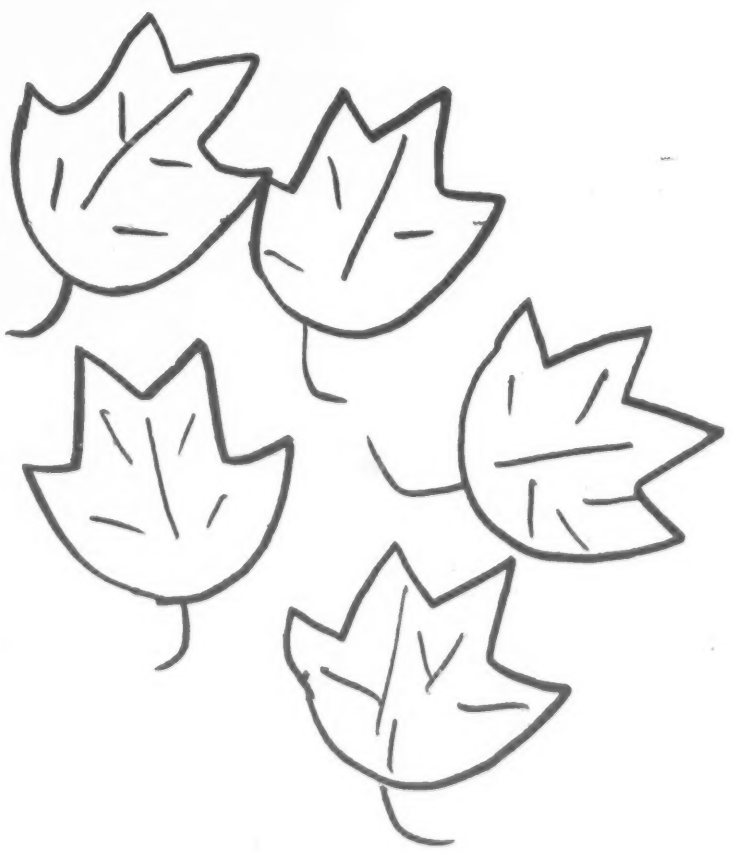
how many
apples



how many
trees



how many
flowe rs



how many
leaves

What do you know?

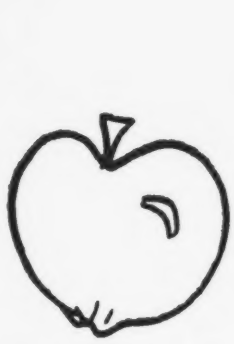
1. Trees grow where? (inside)(outside)

2. Leaves grow on what? _____

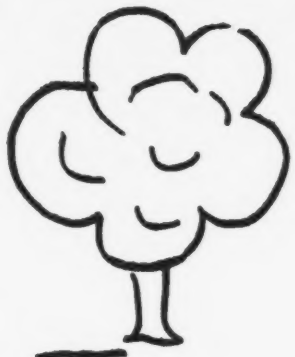
3. Apples are (round)(square)

4. Flowers are (short)(tall).

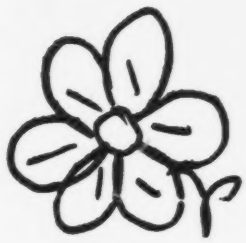
5. Apples are what color? _____



Apple



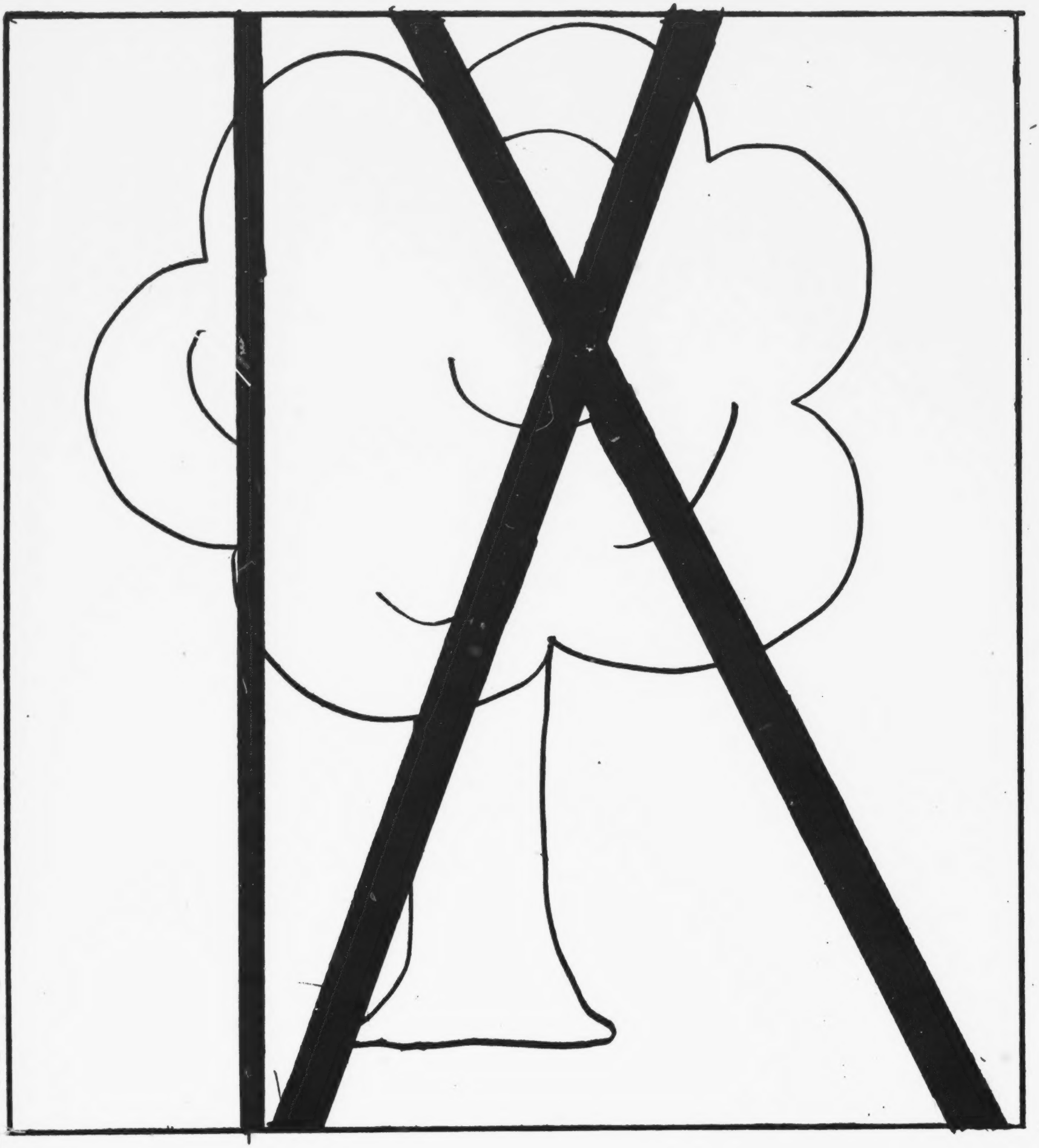
Tree



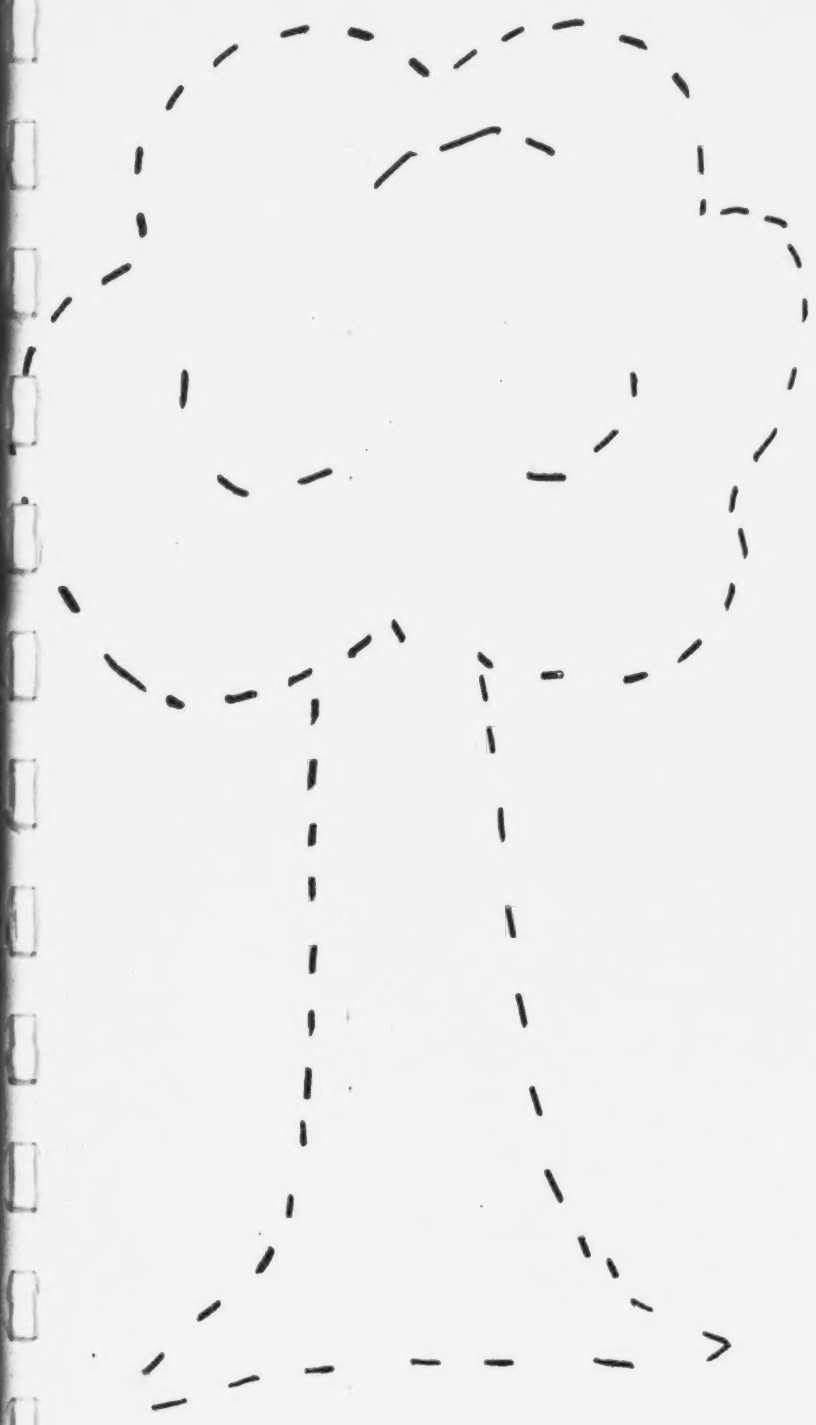
Flower

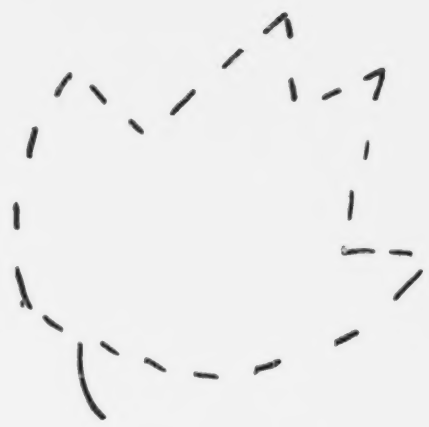
Leaves

Find the tree



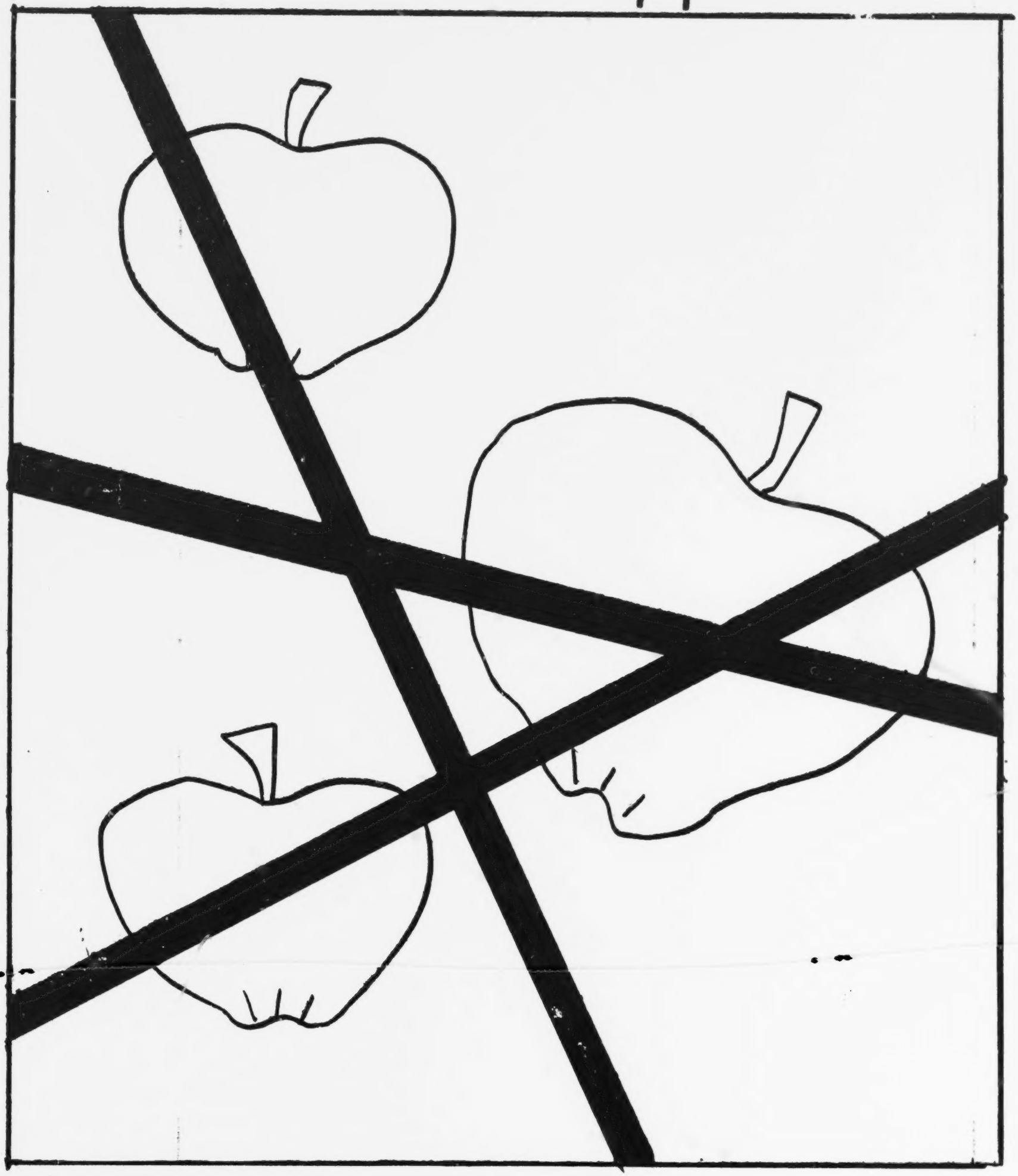
Connect the dots





What have you made?

Find the apples



VISUAL ACUITY - ILLUSION CARDS

Description: A set of from 18 to 48 cards (depending on the set) designs involving visual illusions, parts of the Landolt broken ring test, and linear projections of solid forms

Materials used:

1. Tagboard sheets cut into 3" x 5" cards
2. Hand drawn master sheets for the Multilith 85
3. Seal-lamin laminating film

OBJECTIVES:

1. To improve the ability to attend to visual stimuli by giving practice with:

   a. Figure-ground reversals
   b. Visual illusions
   c. Parts of the Landolt broken ring test (a test designed specifically to test visual activity)
   d. Linear projections of solid forms

2. To help improve visual memory for absolute and partial likenesses and differences

SUGGESTED ACTIVITIES:

1. Discussion

   A. How learning to match things can be valuable to the student.

   B. Why differences in pictures and objects are important in vocational and other areas.

   C. Identify which pairs actually belong together (because some are differentiated only by one line or one specific area).

OTHER ACTIVITIES:

1. For use as a learning game there are many possibilities, two of which are:

   a. A "Go-Fishing game could be played with from 2-6 players having the player with the most pairs being the winner or using rules made up by students.

b. "Concentration" may be played with from one to 24 pairs of cards depending on the complexity desired. A player, for example, would select 6 pairs of cards (12 cards) and lay them in three rows of 4 cards each face up. The other players, team or just he, himself, would have a few minutes to study the cards to determine exactly where each card was located. The cards would then be turned face down. The first player would begin by turning 2 cards face up trying to get a match. If he made a match the cards would remain up and that player would get a point and another turn. Whenever a match was not made, the cards would be turned back down and the turn would go to the next player.

WORDY

Description: A "bingo-type" game which uses words instead of numbers and which is composed of 2 different sets of 12 different cards and a master word list all of which are laminated.

Materials used.

1. 8½" x 11" 90 lb bond paper (blue and green)
2. Headliner material
3. Kodak process camera film
4. AM 1485 materials and masters
5. Seal-lamin laminating film

OBJECTIVES

1. To implement basic vocabulary building as delineated in the curriculum guides for Special Education in Winston Salem/Forsyth County Schools.

2. To provide this vocabulary building in a game-learning form.

3. To build vocabulary in the areas of color, body parts, foods, days of the week, months, furniture, rooms, warning words, family, occupations, and descriptive words.

4. To develop auditory encoding and decoding skills.

5. To develop spelling skills.

6. To help the student realize that he is a part of a social structure making up a democracy.

7. To provide an approach that will help the student to adapt to his social world which will enable him to become a self supporting, self sufficient, contributing individual.

SUGGESTED ACTIVITIES:

Discussions

1. What important holidays are celebrated in each of the twelve months?

2. Behavior is significant in vocational success in what way?

3. What are warning words we see everyday?

4. Why is it important to know these words?

OTHER ACTIVITIES:

1. Observe a holiday in school according to the customs of a nationality group.

2. Write or tell stories using the words that appear on your Wordy card.

3. Participation in socio-dramas using the Wordy list.

4. The Wordy Game

   Wordy is designed to be played like bingo. One student acts as the "caller" using the master word list. When he calls a word he puts a check beside the word with a grease pencil. Other students with their individual cards cover the spaces with chips which contain the word called. The student who first has five consecutive spaces covered in any direction and says Wordy wins the game.

WEIGHTS

Description: A series of six snuff cans painted black with varying weights

Materials:

1. Melted lead
2. Black flat enamel paint
3. Tube Rose snuff cans in three sizes: 1½" x 2 3/4", 2" x 3½", and 2½" x 4½"
4. Tape writer and tape

OBJECTIVES:

1. To be used as a manipulative device in developing general physical coordination skills.
2. To give the student the experience of possession.
3. To help the student to note kinesthetic differences.
4. To develop speed and accuracy in carrying out activities
5. To lengthen the student's attention span.
6. To stimulate the student to seek additional experience.

SUGGESTED ACTIVITIES:

1. Discussion

   A. What are the different types of measurements for weights?
   B. How to balance weights
   C. Importance of weights (bridges, elevators, use grocery stores, mail order houses, etc.)
   D. Simple terms describing weights
   E. Equipment and materials necessary for weighing

2. Dramatization and Games

   A. Mix up the weight containers - Rearrange properly.
   B. Present skits showing how these weight containers are helpful in physical therapy.
   C. Select teams and challenge each team to develop as many new games as possible with the weights.

3. Scrapbook and Notebooks

   A. Articles and pictures about lead
   B. Making a map showing places when lead is produced.
   C. Keep a scrapbook of the many ways in which weights affect your daily lives.

WORD OR PICTURE HOPSCOTCH

Purpose: For practice of correct production of sounds in words, phrases or sentences.

A word (or picture) containing the sound being practiced is placed in each block. Children "hop" from block to block by saying the word correctly. Phrases or sentences may be used if children are ready for them. Each child "hops" from block to block until he "misses" a word. Children may keep score by marking on the board the last word they are able to reach.

A variation of this game would be to let the children pitch a penny or chip into each block until he misses a word, picture or phrase. Score would be kept in the same way.

FIGURE-GROUND TRANSPARENCIES

Description: A set of 10 different transparencies using straight and curved lines and dots

Materials used:

1. Original masters
2. 3-M Direct Transparencies #127

OBJECTIVES:

1. To provide direct experience with figure-ground discrimination by using one or more "masks"
2. To aid visual patterning abilities
3. To develop directional and size concepts (i.e., left-right, top-bottom, lower-upper)

SUGGESTED ACTIVITIES:

1. The transparencies may be used to mask pictures, numbers or words.

2. The transparencies may be used singly or in various combinations from simple to complex

3. Transparencies may be used with an individual child and an individual picture or on the overhead projector with groups.

4. After the child understands that he is required to see thru the mask, (to discover what is behind), a game might be instituted, whereby the child describes a picture or symbol, counts or in some other manner communicates verbally regarding the thing masked.

SANDPAPER LETTERS

Description: lower case letters of the alphabet cut from sandpaper and glued to masonite tiles

Materials used:

1. 4" x 4" x 1/8" squares of masonite
2. sandpaper glued to tagboard
3. glue
4. sand

OBJECTIVES:

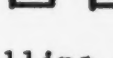
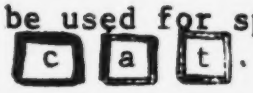
1. To help teach recognition of individual letters of the alphabet.
2. To help teach the formation of lower case letters
3. To provide kinesthetic experience of the abstract concept of letters.
4. To train fine motor skills.

SUGGESTED ACTIVITIES:

1. Discussion

   A. What the arrows on the letter tiles mean.
   B. How letters are formed by connections and combinations of straight lines, loops and balls.
   C. How do the letters feel? What feels like this? What feels different?

OTHER ACTIVITIES:

1. After manipulation of the letters, a game might be played to see who can tell with his eyes closed what letters are by feeling them.
2. Individual tiles could be used for elementary letter groupings for speech practice i. e.  .
3. Individual tiles could be used for spelling practice of simple words i. e  .
4. The letters may be traced by putting a sheet of paper over the letters and coloring over with crayon.

SENTENCE HOLDER

Description: A 36" x 46" cardboard, painted black with several divisions running across it which are used to hold cards in place.

Materials used:

1. Heavy cardboard ½" x 36" x 46"
2. Binding tape
3. Brass paper fasteners
4. Flat black paint

OBJECTIVES:

1. To serve as a holder for teacher-made or commercial sentence strips, word cards or number cards used in group lessons.

SUGGESTED ACTIVITIES:

1. Using "sentence strips", the teacher may display complete words, sentences, paragraphs, or stories, for individual or group work and learning games she may devise

JUMP

Description: 10 sticks, 8 inches long painted different colors and a pointer.

Materials used:

1. Acrylic flat paint (white, black, yellow, blue, red and green)

2. Wood 3/4" x 18" cut into strips ½" x 8"

3. Scorer 1" x 3"

OBJECTIVES:

1. To develop neuromuscular skills of pupils.
2. To develop organic fitness of boys and girls.
3. To develop interest and skill in play and recreational activities.
4. To develop knowledge of and proper attitudes toward good sportsmanship.
5. To develop the ability to identify colors.
6. To develop special perception.
7. To encourage inter-action of group.
8. To develop finger-hand coordination.
9. To develop the ability to count.
10. To give the student practice in counting to 100 by means of manipulating the symbols.
11. To aid in developing concepts of addition particularly by 2's, 5's, and 10's.

SUGGESTED ACTIVITIES:

1. Discussion

   A. How are numbers used?
   B. Various terms (add, subtract, equal, etc.)
   C. What are the number symbols?
   D. Three basic colors (red, yellow, and blue)
   E. Mixtures of colors (green, orange, brown and purple)
   F. Black and white can't be mised from other colors.
   G. Describe places you see these different colors.

OTHER ACTIVITIES:

1. Developing an understanding of simple arithmetic through practical applications.
2. Make models of pegs.

Rules:

Each student will try to jump over the strips without touching or knocking down the strips with the scorer. There are five colors, in playing this game, the colors must appear in sequence as the first five sticks.

Example: Red, yellow, green, white, blue then the 6th stick would be red then yellow, green, white and blue.

Scoring:

Points may be scored 1 - 10 or 10 - 100 for successful jumps.

The game can be set from 50 up to 1000 depending on the level.

OTHER ACTIVITIES:

A. For use as a learning game there are many possibilities, two of which are:

1. A "Go Fishing" game could be played with from 2 - 6 players. Each player is dealt an equal amount of cards. The game begins with the player to the left of the dealer pulling a card from the dealer, if this player gets a match, he would count this as a point and would get another turn. Whenever a match was not made, the next player would attempt to get a match. The player with the most matches would win the game.

2. "Concentration" may be played with from one to 28 pairs of cards depending on the complexity desired. A player, for example, would select 6 pairs of cards (12 cards) and lay them in three rows of four cards each face up. The other players, team, or just he, would have a few minutes to study the cards to determine exactly where each card was located. The cards would then be turned face down. The first player would begin by turning 2 cards face up trying to get a match. If he made a match, the cards would remain up and that player would get a point and another turn. Whenever a match was not made, the cards would be turned back down and the turn would go to the next player.

PATTERN MATCHING

Description: Twenty eight pairs of cards 3" x 5", each pair illustrating a design

Materials used:

1. Tagboard sheets 18" x 24" cut into 3" x 5" cards
2. Seal-lamin laminating film
3. Magic markers (assorted colors)

OBJECTIVES:

1. To improve the ability to attend to visual stimuli.
2. To teach relationships of one pattern to another.
3. To develop discrimination skills in students.
4. To aid the student to note detail in visual objects.
5. To develop accuracy and speed in recognition and identification of patterns.
6. To develop the ability to see relationships in terms of position, color, shape and pattern of objects.
7. To provide an educational game which strives to foster simple relationships and pattern matching.

SUGGESTED ACTIVITIES:

1. Discussion

   A. Describe and name the different shapes
   B. What are the similiarities and differences of the following:

      1. Circle
      2. Square
      3. Rectangle
      4. Triangle
      5. Straight line

   C. Definitions

      1. Opposite
      2. Mate
      3. Pair

MATCHING CARDS

Description: 38 laminated cards consisting of 18 sets of 2 matched cards, the two extras being mis-matches

Materials used:

1. S & H Green stamp catalogs
2. Tagboard cut into 4" x 3" pieces
3. glue
4. Seal-lamin laminating film

OBJECTIVES:

1. To provide as a learning game durable cards which may be used for language and speech development.
2. To provide cards which may be used in the card holder.
3. To promote the social skills involved in game playing.
4. To develop ability to identify likes and differences.
5. To aid in counting ability.

SUGGESTED ACTIVITIES:

Discussions

1. The rules of the game may be explained as such:

   A. Deal 6 cards to each player. The remainder becomes the Match Pile in the center of the table.

   B. Beginning to the left of the dealer each player in turn may ask one person for a card which matches one in his hand. He must say the name of what he wants, i. e. "give me a lawnmower." Two cards must match exactly to be a pair.

   C. If the player gets the card asked for, he may have another turn. If the person asked does not have the card he says "go to the match pile" and the player takes a card from the pile. Unless the card from the pile is the exact match of what the player asked for the card is kept in the players hand and the turn goes to the next player.

   D. Two matched cards make a book. The person with the most books wins the game.

2. Fair play and sportsmanship may be discussed as essential elements in playing any game.

3. The cards should be identified for all students before the game begins so they will know what to call for.

OTHER ACTIVITIES:

1. The cards could be used for identification of all the objects in a given picture i. e. for learning the spelling of items such as bed and chair.

2. Specific cards may be used in the card holder for larger group games in which the teacher passes out all the cards and then asks for all the cards that have a picture of a tool, or something you play with, etc.

3. The teacher may use the cards for speech therapy, per se, by holding a card up and having a child say the word which represents the picture.

4. The cards also may be used individually or in groups of 2 or three cards to promote story telling and other descriptive verbal behavior.

HUMAN BODY PARTS & FLANNEL

Description: 2 pieces of flannel which fit the clothing board and a set of human body parts divided into head, neck, torso, arms, hands legs, and feet.

Materials used:

1. felt squares
2. cotton challis cut into 22" x 40" pieces
3. thread
4. magic markers
5. original patterns

OBJECTIVES:

1. To teach placements and parts of the human body by means of a color coded puzzle.

2. To promote a healthy self concept in the student.

3. To aid in the development of vocabulary useful in subject areas such as social competence, personal hygiene and physical education.

4. To teach specific word concepts such as front-back, top-bottom, left-right.

5. To promote descriptive verbal behavior, i. e. storytelling.

6. To aid recognition of colors.

7. To foster recognition of meaningful shapes.

SUGGESTED ACTIVITIES:

Discussion

1. What are the parts of the human body?
2. What colors are the different parts?
3. What are some of the ways these parts are used?
4. Where does the body bend and why?
5. Why is it necessary to keep the body clean?

DEMONSTRATIONS:

1. Proper ways to sit and stand.
2. Movements in exercises.
3. Ways to dress.

OTHER ACTIVITIES:

1. Have the children put the puzzle of the body together.

2. Put the puzzle together and have children tell stories about who the body represents and what he is doing.

3. Have the child make clothes to go, like his own, on the body (from paper or felt) or articles the body could carry or sit on or ride in.

FOODS FUN

Description: A set of realistically colored and shaped foods usually served in school cafeterias.

Materials used:

1. Salt
2. Flour
3. Water
4. Acrylic Paints

Items included are:

Pork chops	Green Peas	Banana
Hamburger	Green Beans	Pie
Sausage	Carrots	Cake
Ham	Potato	Roll
Fried Egg	Tomato	White Bread
Chicken	Black eyed peas	Macaroni
Corn	Orange	Pat of Butter

OBJECTIVES:

1. To help develop good nutritional habits.
2. To help develop proper health habits.
3. To implement home economics training.
4. To encourage social competence skills.
5. To stimulate descriptive verbal behavior.
6. To supplement instruction in money value, vocabulary and color and shape recognition.

SUGGESTED ACTIVITIES:

Discussions

1. What foods do we need to eat everyday? Why?
2. What happens to foods in the body?
3. What are proteins? Carbohydrates? Fats?
4. How can we choose a balanced meal?
5. What does exercise do to the body in terms of foods?
6. What foods are rich in vitamins? Minerals?
7. What vitamins and minerals do our bodies need everyday?
8. What is a vegetable? fruits? fowl? beef? pork?
9. Where do different food come from?
10. How are foods grown?
11. How are different foods prepared commercially and in the home?

OTHER ACTIVITIES:

1. Cafeteria game - Line foods up on a table and price them and let individual students make choices of foods for breakfast, lunch and supper, emphasizing balanced meals, and have students pay a cashier for their choices with real money and make change.

2. Dramatizations regarding food value - Cast students as foods and have them dramatize what foods do for the body or to it. After basic instruction in food value, students could make up their own dramas.

3. Feelie game - Put several foods in a cloth or paper bag and have a student reach in the bag and identify one food by the shape.

4. Prepare foods while children watch and help.

5. Practice setting the table, serving company, and cleaning dishes.

6. Make up dramatizations involving good table manners.

7. Have students verbally describe food available in terms of color, shape, and taste.

8. Line foods up on a table next to 2" x 3" strips of paper with food names printed on them and have students match the words with the correct foods.